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ABSTRACT

The guide uses an activities-based approach to reinforce both social studies content and skills for special education elementary students. The guide has been designed to correspond with the scope and sequence of New York City's Minimum Teaching Essentials. Six themes are examined: (1) developing individuality and a sense of self (social, emotional and physical identity); (2) living and working at home and school (personal and environmental growth and change, use of sample tools); (3) living and working in New York City (earning a living, information sources, transportation modes); (4) living in neighborhood communities (exploration of local area, neighborhood changes); (5) world environments (map and globe skills, natural resources); and (6) our nation (the first Americans, colonial America, establishment of the United States). Each theme includes information on skills development and a list of key concepts and objectives. (CL)

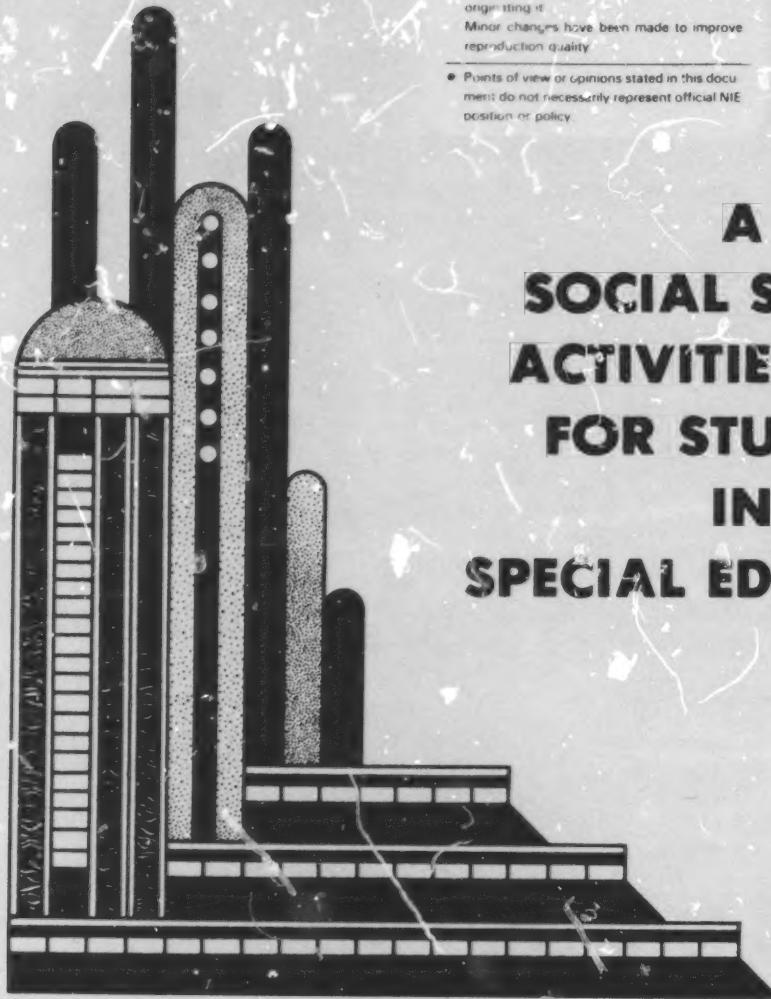
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A SOCIAL STUDIES ACTIVITIES GUIDE FOR STUDENTS IN SPECIAL EDUCATION

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Office of Program Development
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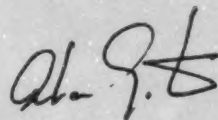
Waldemar Rojas
Deputy Executive Director

FOREWORD

The Division of Special Education is committed to the principle that each of the students for whom it is responsible shall receive a comprehensive education in all curriculum areas. A Social Studies Activities Guide for Students in Special Education has been developed to facilitate instruction by providing supportive materials to be used in conjunction with the Minimum Teaching Essentials social studies scope and sequence.

A Social Studies Activities Guide for Students in Special Education uses an activities-based approach to reinforce both social studies content and skills. Behavioral objectives are used as the basis for the cycle of instruction that begins with pre-instructional assessment, continues through learning activities, and concludes with the evaluation of level of mastery. This structure is designed to help teachers establish IEP objectives and daily lesson plans that are related both to student needs and to the curriculum.

It is a primary goal of the Division of Special Education to provide instructional programs that will help students develop the background of information, skills, and values they will need to become active citizens of democratic society. A Social Studies Activities Guide for Students in Special Education is a step toward that goal.


Alan Gartner
Executive Director

ACKNOWLEDGEMENTS

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The Guide was prepared as a project of the Division of Special Education Curriculum Development Unit, Bebe Bernstein, Administrator, under the direction of the Office of Program Development, Dorothy Lipsky, Chief Administrator.

The curriculum was piloted in special education classes in the 1981-82 school year by Division of Special Education Curriculum Development Unit staff members. Florence Sapiro coordinated the pilot project.

The project was initiated by Dennis White, former Director of Program Development Unit, and Judy Orange, Assistant Director of Special Education. Anita Rich served as Project Coordinator of the curriculum writing committee. The principal writers were Barry R. Malloy and Shana Zaslow. The editor was Rita Horvath.

Recognition is also given to Albert Post, Vera Cottone, Rose Resnick, and Sara Zaslow for their contributions to this project.

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This manuscript was typed by Phyllis Dubin, staff member of the Curriculum Development Unit.

July, 1982

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INTRODUCTION

Social Studies is the area of the elementary school curriculum that focuses on ways in which people of the present and past have organized in order to survive, solve problems and create culture. As a broad base of concepts and information about the world is built, the development of values and skills that will be lifelong tools enabling our students to participate fully in society also takes place.

In New York City, social studies instruction in special education programs is guided by the scope and sequence outlined in the Minimum Teaching Essentials. This Activities Guide has been designed for use as supportive material in conjunction with the MTE social studies curriculum. In it, social studies content and skills are organized around a series of themes, each of which has been task analyzed into sequences of behavioral objectives. This design facilitates diagnostic-prescriptive teaching, IEP development, and curriculum-based lesson planning. Each objective is accompanied by several suggestions for projects, discussions, and other activities that can be used to develop social studies concepts and skills without dependence on a textbook. Additionally, the Activities Guide builds on the MTE outline, emphasizing the development of Daily Living Skills, Career Education, and other conceptual areas of particular importance in Special Education.

Since the Guide uses an experience-based approach to help special education students gain access to the MTE curriculum, it is based on the same considerations that shaped the MTE curriculum. Awareness of these considerations, as they are described in the Introduction to the MTE social studies outline, will help teachers understand the overall goals of the social studies program. Like the MTE, the Activities Guide:

- . emphasizes the teaching of concepts rather than the accumulation of data. Instruction should focus on the development of critical thinking skills--that is, on the ability to use information to see relationships, draw conclusions, validate insights and solve problems. The tools of this process are authentic source materials; its techniques are inquiry and discovery;
- . seeks to provide all students with the values, skills, understandings, and knowledge they will need to cope with the pressing social problems of our age. Students must recognize sources of change in our complex society, and be prepared to deal effectively with issues raised by change;
- . incorporates basic concepts from the disciplines of history and the social sciences. These understandings, or generalizations provide a structure around which learning may be organized within each grade;
- . attempts to build skills and research techniques in a developmental sequence. These range from basic map and globe skills to sophisticated research techniques that make possible the use of objective, rational methods in the study of contemporary problems;

- recommends learning activities that aim at conceptualization through techniques of inquiry and discovery. Probing discussion questions, careful analysis of primary source materials, case studies, and multi-media resources are used, rather than a textbook approach, to obtain students' interest and develop understandings.

A Social Studies Activities Guide for Students in Special Education has been developed to facilitate quality social studies instruction in special education programs through an experience-based approach that is keeping with the philosophy and goals of the Minimum Teaching Essentials. It is hoped that teachers will use it as a jumping-off point to build on with imagination, creative teaching, and judgement of their students' capabilities and needs. Ultimately, the purpose of this Guide coincides with the overall purpose of social studies: to expand our students' vistas, enrich their encounters with the world, and help them become contributing citizens.

How To Use This Guide

Organization

A Social Studies Activities Guide for Students in Special Education provides supportive materials that will help special education teachers implement the Minimum Teaching Essentials Social Studies outline. In it, content is organized into six themes, each one focusing on a specific sphere of information. These are:

- . Developing Individuality and a Sense of Self
- . Living and Working at Home and in School
- . Living in Neighborhood Communities
- . How People Live and Work Together in New York City
- . World Environments
- . Our Nation: The United States of America

Each of these themes if further divided into units that are broken into sequences of behavioral objectives. Wherever possible, these sequences are developmental--that is, skills and information progress from a basic to a more complex level. In the following example, the structure of a theme can be seen. Increasing complexity can be seen as the objectives progress:

THEME: How People Live and Work Together in New York City

UNIT: How New York Became a Great City

OBJECTIVES: The student will--

1. demonstrate an understanding of how the city, state, and country are physically related by locating each on a political map,
2. find and name the five boroughs of New York City on a city map,
3. explain what a seaport is and why New York City is such an important seaport,
4. demonstrate that people from all over the world and from all parts of our country have come to live in New York City.

This sequence corresponds to, and expands on concepts outlined in the unit "How do people live and work in and around New York City" in Grade 2 of the Minimum Teaching Essentials. When this topic is reached, the teacher can begin by cross-referencing to the Division of Special Education's Activities Guide. Opening queries will reveal whether students have the geographical background covered in Objectives 1 and 2. If they do not, teachers can introduce activities that will help their students master information that will enable them to proceed with Objectives 3 and 4. In this way, teachers can help their students fill in gaps of information and skills (in this case, map skills) so that they will be able to move successfully to higher levels.

The organization of the Activities Guide is helpful to teachers in several ways:

The objectives provide a basis for pre- and post-teaching assessment. Before each unit is started, the teacher can query the students in a class

discussion, using questions based on the objectives to find out whether the students have sufficient skills and background information to begin instruction-- or whether they have already mastered the objectives in previous years. If gaps in students' skills and background are found, they can be filled before the unit is started, and as it unfolds. If the students have already covered the content of the unit, as sometimes does occur, the teacher may give the content an in-depth, enriched treatment, or move on to the next unit. Evaluation activities at the conclusion of the unit should be designed to show whether students have mastered the objective(s).

The objectives can be used to structure the curriculum. A well-designed course of study progresses logically from one set of understandings and skills to the next. Thus, the internal structure of the curriculum provides support and reinforcement for the students' efforts to organize information and develop skills. The objectives in the Activities Guide were developed to provide a supportive structure and continuity to social studies instruction.

The objectives can be used to develop instructional objectives for the IEP. When they prepare IEP's for their students, teachers should note that long term goals can be drawn from the content and skills objectives at the beginning of each theme, while unit objectives can be used appropriately as short term instructional objectives. This will insure that the social studies goals on the IEP are genuinely curriculum-based, and will enable teachers to demonstrate the relationship between IEP, planbook, and curriculum.

The following features have also been included in the Activities Guide:

Skills Development Charts at the beginning of the document outline sequences of behavioral objectives in these areas related to social studies: Behavioral Skills, Social Adjustment, Critical Thinking, Locating and Gathering Information, Map and Globe Skills, Interpreting Graphics, Time and Chronological Orientation, Career Education, Urban Education. Skills that are developed through the objectives and activities of each theme are listed at the beginning of the theme. The mastery of these skills is a primary goal of social studies. Students will need them for mainstreaming and for success at higher levels of social studies.

Key Concepts listed at the beginning of each theme describe the broad concepts that are developed through the theme.

Objectives listed at the beginning of each theme describe long term goals of the theme.

Activities accompanying each objective can be used in lieu of, or in addition to, a textbook and commercial multi-media materials to develop social studies content and skills. Activities may be used as the basic method of social studies instruction for students who have difficulty using written material as the principal information source, or to enrich the experience of students who do use textbooks. The activities in this guide have been selected to be appropriate for students in the general age range at which specific social studies concepts are introduced. A variety of activities is suggested for each objective so that

teachers can choose those that are most suitable to their student's needs. Teachers are encouraged to select one or more activity for each objective to insure that it is mastered. However, teachers are also encouraged to create their own activities, to adapt activities for their students, and to "borrow" activities from other objectives.

Language Expansion is promoted by the word lists that accompany each unit objective. Social Studies provides a unique opportunity to develop language skills, since new language--and new uses for familiar language--are presented in the context of their meaning and use. New words, phrases, expressions and constructions are not presented in isolation, but immediately applied to communicate meaning in social studies. Students are encouraged to use and practice language skills through social studies by speaking, writing, and reading. It should be emphasized that the word lists given with each objectives are not definitive: teachers should feel free to add or delete words as appropriate. The language expansion section should be regarded as a point of departure.

The Glossary at the conclusion of the document is an aid to language expansion activities. It can be used by the teacher to clarify terms, and/or duplicated for student use.

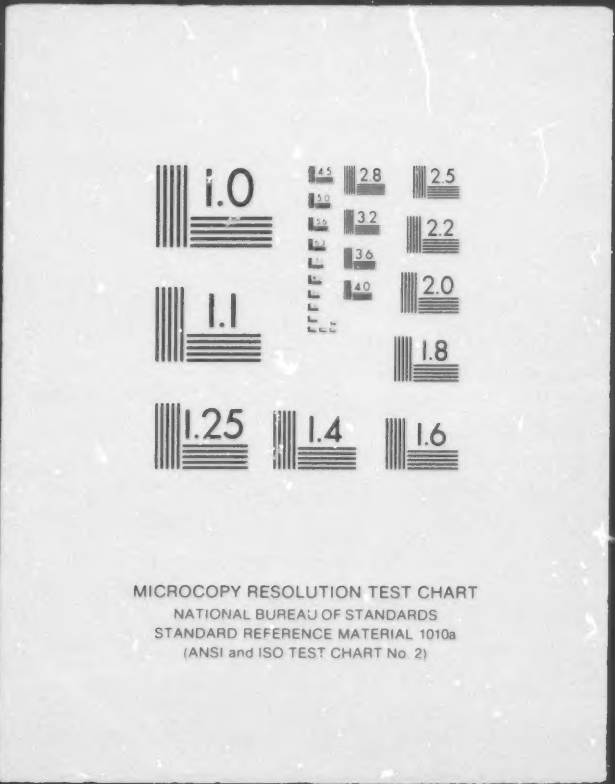
Resource Listings at the conclusion of each theme give titles of materials, agencies, and human resources that will support instruction. Teachers are advised that since changes are constantly being made, it is a good idea to confirm addresses, phone numbers, names of contact people, and agencies before counting on their services.

Social Studies: Concepts and Skills

Each theme includes both content development and skills development. For example, a major objective is to help students understand and be able to demonstrate the concept "People in a neighborhood depend on each other." Activities are designed to enable students to discover evidence to draw a conclusion about the interdependency of people in a neighborhood. They may make a list of things they need and things they want, and then explore how they depend on others in their neighborhoods to get these things for them. They might find that others need and depend on them!

During the process of mastering content, students are learning skills. Students who are listing "wants" and "needs," for example, are practicing a categorization skill. When they learn to read a map of the neighborhood, they are acquiring the fundamental skills for reading a physical map. When they write a postcard asking for information, or call the Chamber of Commerce, they are learning information-gathering skills. Such skills are lifelong tools that enable us to operate successfully in our environment. The teaching of skills through social studies is every bit as crucial as the teaching of content. Each theme begins with a summary of the skills development that should be infused into social studies over the course of the year. Teachers will find that most of these skills can be taught and exercised through the presentation of the year's content.

This image shows a blank, aged, cream-colored page, likely an endpaper or flyleaf of a book. The paper has a textured appearance with numerous small dark spots, possibly foxing or dirt, scattered across its surface. Several long, thin, wavy white lines, which could be scratches or tears in the paper, are visible, particularly on the right side. The right edge of the page is slightly irregular and shows some shadow, suggesting it is part of a bound volume.



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

Social Studies as a Social Experience

Students in special education programs need both individualized and group instruction. There should be provision in their educational plan for group experience. Each student is also a member of a unit of people: a person upon whom others depend and who others value. Because social studies is about people, it is a good context for the group experience. It should be remembered that all students need to learn how to be part of a group. Participating in a class discussion, for example, is a skill that must be taught and retaught, learned and practiced.

Although emphasis is placed on social studies as a social experience, individualizing instruction may be necessary or important to the development of a particular student at a particular time. Some classes may not be ready for group activity, and individualization will be necessary until the students can function together. Some may need an individualized mode of instruction in addition to group instruction because of the particular nature of a learning disability. Other students may be ready sooner for advanced work--such as writing reports--and should be encouraged to move ahead.

In order to accommodate a variety of classroom situations and learning modes, three kinds of activities are suggested:

1. Activities involving the whole class;
2. Activities designed for pairs or small groups;
3. Individualized activities.

Each teacher must develop a balance of activities that is appropriate for the class. However, teachers are encouraged to begin every social studies period with a class discussion. At first, discussions may be as short as 5 minutes; as the students' class discussion skills improve, longer discussions can be held.

Assessment in Social Studies

The purpose of assessment is to give the student, the teacher, and the student's parents an accurate evaluation of the student's progress. It is necessary for validating the mastery of I.F.P. objectives, and for report cards. Most important, perhaps, assessment gives both the teacher and student an opportunity to pause and take satisfaction in work well done, or to look for better ways of accomplishing goals if necessary.

The assessment of progress in social studies can be formal or informal. Traditionally, formal assessment involves a written test or quiz, or the review of an important project. Homework and notebook checks, with careful records kept of assignments done or missed, might also be counted as formal assessment. Informal evaluation consists of the teacher's observation of day-to-day progress as the student participates in class, completes assignments and projects, and shows evidence of progress.

In evaluating the social studies progress of students in special education, it may not be possible to use traditional means and methods. When possible, a formal evaluation procedure is recommended to examine progress in a systematic way, and to familiarize the student to test-taking procedures and situations. However a student who cannot read well or express information adequately in written form may be able to demonstrate that he/she has mastered social studies learning through other means, or with special help. Some alternate methods of evaluation are:

1. giving an oral test;
2. reading a test to the student;
3. asking the student to complete a nonwritten project;
4. interviewing the student with conceptual questions;
5. asking the student to demonstrate a skill using standard, e.g., a standard map, or special, e.g., a textured map, tactile, auditory or visual aids;
6. allowing the student to complete a test with a buddy.

When evaluating students, teachers should remember that frequent feedback helps students maintain high standards and gives them motivation to improve the quality of their work

Preparing Students for Mainstreaming in Social Studies

When a student has demonstrated mastery of the social studies skills and content at grade level in the Minimum Teaching Essentials, s/he may be ready to enter a mainstream social studies class. The following checklist provides general guidelines for teachers to consider in preparing students to move into mainstream social studies classes:

Classroom Skills

Is the student able to:

- a. Attend for the length of the social studies period?
- b. Demonstrate appropriate behavior in a large group setting?
- c. Travel to and from the general education classroom?
- d. Attend to own needs during the period?
- e. Follow directions in the classroom?
- f. Observe classroom rules and regularions for:
 - bringing necessary books and supplies to class?
 - moving within the classroom?
 - i.e., to sharpen pencils, get and return books and supplies, dispose of garbage, etc.
 - communicating problems and needs?

Academic Skills

Can the student:

- a. Read and appropriately use the textbooks, worksheets, and other written materials? (If not, what compensatory strategies will be used? _____)
- b. Complete written work successfully? (If not, what compensatory strategies will be used? _____)
- c. Copy notes from the board? (If not, what compensatory strategies will be used? _____)
- d. Follow rules for class discussion, committee work, and/or use of Social Studies Interest Center?
- e. Does the student have an adequate base of general information with which to approach the curriculum? i.e., can s/he identify borough, city, state, country?
- f. Is the student able to analyze and evaluate information at an appropriate level?
- g. Is the student able to locate and organize information at an appropriate level?

Once a student has joined a mainstream social studies class, it becomes the responsibility of the special education teacher to maintain frequent communication with the mainstream teacher in order to monitor the student's progress and to be sure that supportive instruction is provided when it is needed.

SCOPE AND SEQUENCE OF SOCIAL STUDIES SKILLS

Social studies skills that can be introduced in the context of each theme are listed in developmental sequences of behavioral objectives in the charts that follow. Skills that correspond to each theme are also listed at the beginning of the themes. Thus, teachers are alerted to the social studies skills they should be developing through the content they are covering. Additionally, when students are delayed in their acquisition of specific social studies skills, teachers can use the sequential charts to design a developmental remedial program in stages described by the behavioral objectives.

BEHAVIORAL (AFFECTIVE) SKILLS: SELF-CONCEPT

	1	2	3	4	5	6
Identifies self in environment	X					
Establishes trusting relationships with others	X					
Grows in understanding of own emotions	X					
Attains a beginning sense of own body and body image	X					
Understands own physical make-up and characteristics	X					
Develops confidence in self and perceives own uniqueness and integrity as an individual	X					
Develops responsible self-care skills and concern for safety	X					
Identifies family members, friends, and other people in environment		X				
Identifies roles in a family		X				
Begins to understand own responsibilities		X				
Sees self as a learner		X				
Works toward autonomy and independence		X				
Develops powers of observation			X			
Sees self in relation to others and values others' perceptions of self			X			
Defines personal objectives that are acceptable to society			X			
Recognizes need to actualize own potentials			X			

BEHAVIORAL (AFFECTIVE) SKILLS: SPATIAL ORIENTATION

	1	2	3	4	5	6
Develops orientation in space (size, appearance, strength)	X					
Establishes right-left orientation and directionality	X					
Develops understanding of basic concepts of direction and distance	X					
Uses all five senses to help orient self to the environment	X					
Recognizes the direction of traffic and its relation to signs and signals	X					
Describes physical relationship of one room to another in the home		X				
Recognizes difference between open spaces of rural areas and crowded urban conditions		X				
Understands how street and road signs designate locations and directions and give instructions			X			
Describes the relationship of a given building to other important sites or locations in the immediate area			X			
Describes (verbally and pictorially) how the street, sidewalks, and crosswalks are laid out in his/her own neighborhood			X			
Describes how to get a special destinations (parks, stores) from home or school				X		
Demonstrates knowledge and use of various means of transportation				X		
Knows and locates cardinal directions (north, south, east, west)					X	
Knows and locates intermediate directions (northeast, southeast, northwest, southwest)					X	
Uses a compass accurately to ascertain directions					X	

BEHAVIORAL (AFFECTIVE) SKILLS: PERSONAL ADJUSTMENT

	1	2	3	4	5	6
Adjusts to change	X					
Recognizes and controls impulsive behavior	X					
Considers personal welfare important	X					
Can cope with disappointment and/or frustration without losing temper		X				
Accepts constructive criticism		X				
Verbalizes feelings of anger in an acceptable way instead of acting them out		X				
Develops a tolerance for uncertainty		X				
Develops methods for dealing with conflicts		X				
Learns from experience		X				
Behaves responsibly		X				
Completes assigned tasks		X				
Focuses attention on problems at hand		X				
Develops intimate relationships with family members and close friends		X				
Adjusts behavior to fit rules and regulations of different social situations			X			
Acts according to social rules in home, school, and work environments			X			
Accepts responsibility for actions			X			
Understands impact of own behavior on others			X			
Organizes daily activities intelligently			X			
Can attend to problems and tasks for increasing lengths of time			X			
Listens and responds to others appropriately				X		

BEHAVIORAL (AFFECTIVE) SKILLS: SOCIAL ADJUSTMENT

	1	2	3	4	5	6
Begins to develop socially responsible behavior	X					
Understands that people are alike and yet different	X					
Accepts diversity of individuals and groups	X					
Is able to work and play in groups	X					
Shows sensitivity to the needs and feelings of others	X					
Shares with others	X					
Accepts help and guidance	X					
Follows routines	X					
Understands that individuals form groups and can be classified by group		X				
Perceives that individuals can belong to several different groups simultaneously		X				
Understands how one person's behavior affects others		X				
Shows courtesy to others		X				
Develops skills to communicate with peers and adults		X				
Participates responsibly in group activities		X				
Understands the importance of being a member of a community			X			
Understands that individuals and groups have problems that can be resolved			X			
Makes and maintains friendships			X			
Develops adequate coping skills of conduct and social interaction			X			
Can compromise with others to resolve conflict			X			
Performs assigned tasks in social and learning environment			X			

	1	2	3	4	5	6
Uses language appropriate to social setting			X			
Understands that communities have rules that must be followed			X			
Displays socially acceptable behavior to peers			X			
Role-plays in group			X			
Identifies with socially acceptable goals of society			X			
Participates in competition			X			
Takes part in discussions and debates				X		
Speaks and listens attentively to others				X		
Initiates sensible conversations with adults and peers					X	
Acquires increasingly better powers of judgment					X	
Develops increased patience with others						X
Explores social situations creatively						X

BEHAVIORAL (AFFECTIVE) SKILLS: DECISION-MAKING

	1	2	3	4	5	6
Makes appropriate choices from options offered	X					
Chooses among a variety of independent activities		X				
Explains why one activity was chosen over another		X				
Assesses and evaluates information			X			
Lists and considers alternatives			X			
Makes decisions requiring compromise			X			
Participates in group decisions			X			
Approaches decision-making as a positive challenge			X			
Decides if additional information is needed				X		
Develops plans for studying difficult problems				X		
Predicts outcomes of alternatives					X	
Compares similarities and differences between possible alternatives					X	
Asserts tentative conclusions and tests them					X	
Considers the consequences of different decisions					X	
Develops a systematic approach to decision-making					X	
Can defer judgment						X
Accepts the consequences of a decision						X
Evaluates the outcome of a decision						X
Develops tolerance for uncertainty and error in decision-making						X
Accepts that a good decision may have an unforeseen bad outcome						X

PRACTICAL (COGNITIVE) SKILLS: CRITICAL THINKING	1	2	3	4	5	6
Recognizes cause and effect	X					
Follows directions		X				
Interprets pictures		X				
Makes comparisons		X				
Identifies main idea		X				
Categorizes groups of items		X				
Makes inferences			X			
Draws conclusions			X			
Keeps to the point			X			
Finds evidence to support ideas				X		
Organizes and classifies related ideas				X		
Labels groups of related ideas or objects				X		
Distinguishes between fact and opinion				X		
Recognizes different points of view				X		
Predicts logical outcome from given facts					X	
Explains concepts by describing their component factors					X	
Defines a topic					X	
Summarizes information					X	
Identifies temporal relationships (position in sequence, duration, trends)						X
Evaluates relevance or usefulness of information						X

PRACTICAL (COGNITIVE) SKILLS: COMMUNICATION AND LANGUAGE

	1	2	3	4	5	6
Listens to stories	X					
Groups pictures on a chart and labels them	X					
Participates in class discussion and makes brief oral reports	X					
Participates in writing and reading language experience charts		X				
Expresses main idea in discussion		X				
Relates information obtained from pictures		X				
Uses oral language to express ideas, report observations, participate in discussions, and respond to questions			X			
Uses written language to make lists, report information, and answer questions			X			
Copies identifying information (phone numbers, addresses) correctly				X		
Writes original statements				X		
Copies written information into notebook					X	
Keeps a social studies notebook or folder					X	
Writes sentences to express ideas, use key words, answer questions					X	
Writes ideas in sequence					X	
Writes a simple outline						X
Organizes information to make an oral report or a report on tape						X
Takes a written social studies test						X

PRACTICAL (COGNITIVE) SKILLS: LOCATING AND GATHERING INFORMATION

	1	2	3	4	5	6
Identifies five senses and uses them to obtain information	X			X		
Recognizes the value of books and pictures for obtaining information on specific topics	X					
Relates information gathered from popular media to social studies discussions		X				
Collects graphics related to a topic		X				
Acquires and reports information from direct observation		X				
Interviews people for information			X			
Begins to use a library for simple research			X			
Visits a library regularly for enjoyment			X			
Listens attentively for content			X			
Uses resource places and persons to gain information				X		
Gains information by examining tangible objects (e.g., museum artifacts)				X		
Gains information from audio-visual media				X		
Uses a dictionary or glossary				X		
Reads to find facts					X	
Uses an encyclopedia and an atlas					X	
Knows the parts of a book					X	
Uses a table of contents					X	
Knows the parts of a newspaper						X
Uses the newspaper to get information						X
Summarizes information verbally or in writing						X

PRACTICAL (COGNITIVE) SKILLS: MAP AND GLOBE	1	2	3	4	5	6
Demonstrates meaning of directional terms (up, down, right, left, etc.)	X					
Locates self in relation to familiar objects and classroom space	X					
Locates self in relation to familiar places		X				
Makes maps of home or classrooms		X				
Understands that maps are models of small or large spaces		X				
Identifies cardinal directions			X			
Traces routes and finds familiar places on a street map of the community			X			
Recognizes and interprets New York City subway, bus and park maps				X		
Plans routes using maps of the city				X		
Recognizes land and water masses on maps				X		
Uses map grids to locate points				X		
Locates and interprets map Legend and Scale of Miles					X	
Uses compass to find cardinal and intermediate directions					X	
Finds equator, hemispheres, and poles on maps and globes					X	
Understands how rotation and revolution of earth cause daily and seasonal cycles					X	
States purpose of and uses physical, political, weather, and product maps					X	
Locates continents and oceans					X	
Identifies geographic formations					X	
Uses maps to trace historical movements						X
Uses maps to show the influence of geography on history						X

PRACTICAL (COGNITIVE) SKILLS: INTERPRETING GRAPHICS	1	2	3	4	5	6
Associates graphic symbols with real objects	X					
Recognizes traffic signs and symbols, familiar logos, etc.	X					
Identifies the main idea of an illustration or chart		X				
Obtains information from an illustration or chart		X				
Makes an illustration to represent an idea		X				
Classifies information from an illustration or chart			X			
Makes comparisons and identifies patterns based on information from an illustration or chart			X			
Makes inferences based on information from an illustration or chart			X			
Identifies type and purpose of a graph				X		
Makes a graph to illustrate concrete observations				X		
Interprets cartoons to find political or current events ideas				X		
Examines pictures to obtain information				X		
Identifies purpose of and gleans information from a table					X	
Interprets relationships represented on a graph					X	
Summarizes data in a graphic						X
Draws conclusions based on information gained from a graphic						X
Makes a graph or table to illustrate abstract information						X

PRACTICAL (COGNITIVE) SKILLS: TIME AND CHRONOLOGICAL ORIENTATION

	1	2	3	4	5	6
Understands broad concepts of time (past, present, future)	X					
Can follow a daily schedule	X					
Uses own lifetime as a reference point in time		X				
Relates family history or constructs family tree		X				
Reads and records time and dates accurately		X				
Uses calendar properly		X				
Places related events in chronological order		X				
Develops and uses vocabulary of time expressions (e.g., being early, late, on time)			X			
Can measure time in seconds, minutes, hours, days, weeks, months, years, decades, centuries			X			
Understands that history takes place in a time framework				X		
Observes that changes take place with the passage of time				X		
Understands that the passage of night and day are related to the earth's rotation					X	
Understands how the revolution of the earth relates to the cycle of a year					X	
Understands concept of time zones					X	
Uses time lines to place a number of separate events in sequence						X
Develops critical thinking about events and dates						X

PRACTICAL (COGNITIVE) SKILLS: CAREER EDUCATION

	1	2	3	4	5	6
Engages in imaginative play related to work roles	X					
Observes the variety of jobs held by people in the immediate environment	X					
Becomes familiar with roles and responsibilities of family members		X				
Investigates roles and responsibilities of people in the school community		X				
Describes and carries out own responsibilities as a member of family, class, and school communities		X				
Sees self as a potential worker		X				
Investigates roles and responsibilities of workers in the community			X			
Describes the interdependence of people in a community			X			
Recognizes that working can provide both money and personal satisfaction			X			
Investigates occupational clusters found in city				X		
Relates personal interests to types of occupations studied				X		
Describes skills needed for various occupations				X		
Describes how climate, geography, and seasons affect the availability and types of jobs in a region					X	
Investigates occupational clusters in different regions of the U.S.					X	
Understands the sequence of preparation needed for different kinds of work					X	
Understands that changes in technology result in changes in occupations						X
Shows how the contributions of workers in many occupations have been important to the development of our country						X
Understands citizenship rights and responsibilities						X
Understands how work relates to life style						X

PRACTICAL (COGNITIVE) SKILLS: URBAN EDUCATION

	1	2	3	4	5	6
Interprets signs and symbols in the immediate environment	X					
Follows safety rules	X					
Perceives the importance of domestic skills in keeping home clean and orderly		X				
Uses the U.S. Mail service			X			
Demonstrates basic consumer awareness			X			
Follows simple instructions in oral and/or written form			X			
Helps to keep neighborhood clean and liveable			X			
Uses mass media (newspapers, television, radio) to obtain news and information important to own social environment			X			
Reads city subway and bus maps				X		
Plans and maps out trips to new destinations				X		
Uses calendar as a reference to chart planned activities for week, month, or year				X		
Uses public transportation effectively				X		
Uses labels, directories, time schedules, instruction sheets, chart, diagrams, and graphs to obtain information				X		
Manages money accurately and carefully				X		
Identifies and reacts to emergency situations				X		
Understands the function of police, fire, sanitation, health, and hospital departments in an urban setting				X		
Can relate to people whose origins vary ethnically, racially, religiously, and culturally				X		
Is concerned with community crime-prevention activities				X		
Appreciates and takes part in city's cultural life				X		
Copes adequately with prejudice aimed both at others and at self				X		

[illegible]

**DEVELOPING
INDIVIDUALITY
AND A SENSE OF SELF**

THEME: DEVELOPING INDIVIDUALITY AND A SENSE OF SELF

The Scope and Sequence of Skill Areas that are specifically developed for this theme include the following:

Behavioral Skills (Affective)

- * Self Concept
- * Spatial Orientation
- * Personal Adjustment
- * Social Adjustment
- * Decision Making

Practical Skills (Cognitive)

- * Critical Thinking
- * Communication and Language
- * Locating and Gathering Information
- * Map and Globe
- * Interpreting Graphics
- * Time and Chronological Orientation
- * Career Education
- * Urban

As students enter kindergarten or first grade, they move on their own, often for the first time, from the familiarity of home and family into the broader community. The school provides many opportunities for them to examine and analyze their place in the larger world, notably through the social studies curriculum. In the early grades, the social studies curriculum is focused on the orientation to the immediate world in which the students live.

Most students come to school with varied backgrounds, experiences, and abilities. Children in early childhood special education classes present an even broader range of abilities and disabilities. They often show delayed or uneven development in affective, psychomotor, and/or cognitive areas. Some are non-verbal and unable to communicate their basic needs; others with adequate verbal abilities may have poor muscular coordination and find it difficult to walk smoothly across the room, or manipulate crayons, blocks, or other materials. Some are unable to name body parts, make accurate judgments of body size and movement in relation to space, and show poor directionality. Long before they are old enough to go to school many special education students have experienced failure in tasks normally accomplished by their peers.

The need for helping students build self-esteem is fundamental to their learning. Teachers should be alert to the many opportunities during the school day, and particularly during social studies lessons, when honest praise can be offered. For some students, success in learning to read, write, and do arithmetic is a viable road to ego-building. A student's self-concept can also be enhanced when he or she is recognized for small accomplishments, even for mastery of simple self-help skills. A young child who overcomes the intricacies of tying shoelaces, and who receives recognition for and is encouraged to feel good about this small success, is on the road to developing a positive self-concept. As students improve their muscular coordination they can begin to feel better about themselves. Therefore, we include in this theme activities to strengthen the concept of body image and to help students define their physical beings. The underlying concern of this theme, and a thread running through the entire social studies Guide, is the development of a positive self image.

Skills Development: Behavioral Skills (Affective)

Self Concept

- * Identifies self in environment
- * Establishes trusting relationships with others
- * Grows in understanding own emotions
- * Attains a beginning sense of own body and body image
- * Understands own physical make-up and characteristics
- * Develops confidence in self and perceives own uniqueness and integrity as an individual
- * Develops responsible self-care skills and concern for safety

Spatial Orientation

- * Develops orientation in space (size, appearance, strength)
- * Establishes right-left orientation and directionality
- * Develops understanding of basic concepts of direction and distance
- * Uses all five senses to help orient self to the environment
- * Recognizes the direction of traffic flow and its relation to traffic signs and signals

Personal Adjustment

- * Adjusts to change
- * Recognizes and controls impulsive behavior
- * Considers personal welfare important

Social Adjustment

- * Begins to develop socially responsible behavior
- * Understands that people are alike and yet different
- * Accepts diversity of individuals and groups
- * Is able to work and play in groups
- * Shows sensitivity to the needs and feelings of others
- * Shares with others
- * Accepts help and guidance
- * Follows routines

Decision Making

- * Makes appropriate choices from options offered.

Practical Skills (Cognitive)Critical Thinking

- * Recognizes cause and effect

Communication and Language

- * Listens to stories
- * Groups pictures on a chart and labels them
- * Participates in class discussion and makes brief oral reports
- * Writes (or dictates) and reads lists, captions, and short stories
- * Engages in choral speaking and poetry reading

Locating and Gathering Information

- * Identifies the five senses and uses them to obtain information.
- * Recognizes the value of books and pictures for obtaining information on specific topics

Map and Globe

- * Demonstrates meaning of directional terms (up, down, right, left, etc.)
- * Locates self in relation to familiar objects and classroom space

Interpreting Graphics

- * Associates graphic symbols with real objects
- * Recognizes traffic signs and symbols, familiar logos, etc.

Time and Chronological Orientation

- * Understands broad concepts of time (past, present, future)
- * Can follow a program of daily activities

Career Education

- * Engages in imaginative play related to work roles
- * Observes the variety of jobs held by people in the immediate environment

Urban Education

- * Interprets signs and symbols in the immediate environment
- * Follows safety rules

Key Concepts

1. A positive image is a basic requisite for success in life.
2. In early childhood, learning to live, work, and play with others is the foundation of positive social interaction.
3. Understanding the relationship between people and the physical environment is necessary to optimum functioning.

Objectives

1. To help children develop a positive self-image by creating a climate in which they have ample opportunities for success and receive liberal amounts of honest praise and acceptance from teacher and peers;
2. To develop awareness of and respect for individual differences, and to view these differences as positive attributes;
3. To help children recognize different emotional states in themselves and others, and to understand that all people share universal feelings;
4. To help children recognize the parts of their bodies and the relationship of their bodies to the environment (size, shape, etc.);
5. To gain an understanding of basic concepts of time, size, shape, space, etc.;
6. To identify and use all five senses to obtain information;
7. To introduce the concepts of jobs and careers;

8. To develop familiarity with the calendar and with season variations in temperature and weather, and to select appropriate clothing;
9. To help children learn the meaning of traffic signals and the need to obey signs, symbols, and rules in order to travel safely to and from school;
10. To develop the self-help skills that are needed for cleanliness, health, and good grooming.

Developing Social/Emotional Identity

Skill

1. Child will provide basic social information for self-identification (first and last name, address, telephone number).

Language

introduce
address
telephone number
cubby
wardrobe

2. Child will demonstrate growth in the development of a positive self-image: feelings of adequacy and self-worth, confidence in self, appreciation of own individuality and the uniqueness of others.

Language

award
badge

Activities

1. Teacher can:
 - a. introduce a daily morning exercise in which sing a "Good Morning" song and introduce themselves to one another (see Songs, Games and Poems included at the end of Level 1);
 - b. organize a circle activity in which children introduce themselves to one another using full sentences: "My name is _____. I live at _____. What is your name? What is your first name?"
 - c. enlist help of parents in teaching children to memorize their names, addresses, and phone numbers in case of emergency;
 - d. label childrens' possessions and personal space with first and last names (notebooks, cubbies, folders, wardrobe hooks, desks, etc.);
 - e. prepare a "Names" bulletin board. Display snapshots of each child with names printed clearly below.
2. Teacher can:
 - a. capitalize every day on opportunities to offer honest praise and to build on a child's strengths. Focus on the aspects of a child's work and class participation that can be commended before correcting errors;
 - b. provide some tasks each day at which the child can succeed;
 - c. hold a regular (weekly or monthly) award ceremony in which every child is presented with a badge recognizing a specific accomplishment (e.g., a palette to symbolize achievement in art-participation and mastery of routines as well as talent). Help children make sashes to display their badges.

Skill

3. Child will recognize and respect differences (physical and behavioral) among individuals.

4. Child will understand that prejudice is the inability to accept those who are different from him/herself.

Language

prejudice
wrapping
package
name-calling

Activities

3. Teacher can:

- a. use discussion, role playing, stories, and films to help children recognize that the differences which distinguish one individual from another can be viewed as positive attributes contributing to the uniqueness of the individual (e.g., color of hair-skin-eyes, ethnicity, size, special talents and/or physical handicaps);
- b. plan a lesson around the suggestions in Differences An Experience in Human Relations for Children by Marlene Cummings (see Resource List).

4. Teacher can:

- a. compare people to gift-wrapped packages in order to emphasize the concept of difference. People are born with their gifts wrapped inside them. The skin, hair, freckles, glasses, clothing, etc. are the box, wrapping paper, and ribbons. The contents of the package are all the things which comprise personality: as ideas, beliefs, feelings, abilities, experiences. Neither gift packages nor "people packages" can be judged by their wrappings;
- b. set up role-playing activities in which children demonstrate familiar situations reflecting prejudice (e.g., a short child called "shrimp" and an obese child called "fatty"). The discussion should focus on the name-callers' lack of awareness of the contents of "people packages."

Skill

5. Child will identify and list major emotions, moods, and feelings shared by all people (e.g., love, hate, anger, joy, etc.).

Language

feelings
love
hate
anger
joy
pride

6. Child will describe situations which trigger strong emotional responses.

Activities

5. Teacher can:

- a. provide a collection of pictures in which facial expressions and body postures reflect emotions. (Teachers may wish to mount pictures and begin a picture file, and/or use transparencies with overhead projector.) Children should be asked how they think the people in the pictures are feeling and why;
- b. list the identified emotions on the board. Lead children to recognize that these are universal feelings, and that these feelings are acceptable (it's okay to be angry or sad).

6. Teacher can:

- a. ask children to recall situations in their own lives in which they reacted with strong emotions. Reach generalizations about the kinds of situations that lead to specific feelings (e.g., winning a prize: pride; losing a pet: sadness; celebrating a holiday: joy; visiting a good friend: happiness; being excluded from an activity or party: anger);
- b. encourage children to role-play some of the situations they have discussed to show how they behaved at the time. Puppets and/or other simple props can be used. Where appropriate, the teacher might initiate a discussion of alternate means of expressing certain emotions;
- c. have children draw pictures to show what makes them happy or sad. These can be displayed under a heading:
Happiness is:
Teacher can add a caption to each picture to complete the sentence (Happiness is: eating a big red apple);

Skill

Activities

- d. lead a discussion in which children tell what makes them angry, sad, happy, etc., and how they can tell when others (parents, teacher, or friends) feel these emotions;
- e. read the following poem to the children.

Lemons and Apples*

One day I might feel
Mean,
And squinched up inside,
Like a mouth sucking on a
Lemon.

The next day I could
Feel
Whole and happy
And right,
Like an unbitten apple.

-- Mary Neville

Discuss how the poem makes them feel,
and how the author feels;

- f. sing "If You're Happy (Sad, Scared)" with the children (see Songs, Games, and Poems included at the end of Level 1);
- g. use other musical and literary experiences to reinforce learning about emotions (e.g., Judith Viorst, Alexander and the Terrible, Horrible, No Good, Very Bad Day).

*"Lemons and Apples" from Woody and Me by Mary Neville. © 1966.
Reprinted by permission of Pantheon Books.

Developing Physical Identity

Skill

1. Child will identify the external parts of his/her body.

Language

shoulder
elbow
knee
ankle
toe
finger

2. Child will note physical differences that distinguish one individual from another and contribute to each person's uniqueness (without placing greater value on one set of attributes over another).

Language

size
height
weight
measure
measurement

Activities

1. Teacher can:
 - a. introduce songs and games in which children point to and name parts of the body (see Songs, Games, and Poems included at the end of Level 1);
 - b. provide "people puzzles" for body part identification;
 - c. have children use mirrors (glass or polished metal) to identify the major parts of their own bodies (if mirrors aren't available, children can point to each other's body parts);
 - d. use a simple chart of the body to point out the important visible parts, and pose such questions as: What does your elbow do? What does your ankle do? Why do your fingers bend?
2. Teacher can:
 - a. distribute Kraft paper and help children trace their own bodies, identify individual parts (e.g., hair and skin), and draw their clothing. Label each completed drawing with the child's name and display the set in the room. This activity may stimulate discussion of individual differences (e.g., size, weight, physical handicaps, color of skin, hair, eyes, etc.);
 - b. provide opportunities for children to make drawings of people, identifying their physical parts and discussing their unique characteristics (color of skin, eyes, etc.).

Skill

3. Child will demonstrate an understanding that physical appearance and characteristics change as people grow older.

Activities

3. Teacher can:
 - a. prepare a class growth chart or graph, exhibiting height and weight of the pupils at the beginning, middle, and end of the school year. The changes in measurement will demonstrate that growth has taken place and that physical appearance is being altered;
 - b. invite children to bring in baby pictures of themselves. (The teacher can do the same.) Place pictures in random order and play a guessing game in which children try to identify class members from the baby pictures. This can help children see that despite changes in physical appearance, unique characteristics often remain identifiable;
 - c. ask pupils to collect pictures to create a "Children of the World" collage: snapshots of themselves and others, magazine pictures, or drawings of children from all over the world. Discussion of the collage can lead to the observation that children all over the world are alike in their basic structure, but at the same time unique in their special features.

4. Child will identify right and left hand, locate objects placed to the right and left, and use concepts of right and left to follow directions.

Language

left
right
margin
estimate

4. Teacher can:
 - a. consistently indicate which hand the child is to raise in order to speak in class. Where necessary, color-code the child's hand with a colored paper hand band or piece of yarn (Red for the Right, Lemon for the Left);
 - b. have children identify the positions of objects or people in terms of the right or left of their bodies;

Skill

5. Child will demonstrate ability to estimate the size of his/her body in relation to a given space.
6. Child will demonstrate ability to estimate the size of his/her body in relation to other objects.
7. Child will demonstrate the basic spatial concepts and use appropriate terms such as in/out, over/under/through, up/down.

Activities

- c. use right and left to indicate direction as much as possible (e.g., turn to left, find the left hand margin of the paper, place an object on the right side of the desk, etc.);
 - d. play the musical game, "The Hokey-Pokey" (see Songs, Games, and Poems included at the end of Level 1);
 - e. help each child develop a "trick" for recognizing right or left, (e.g., a right-handed child can remember that the writing hand is the "right").
5. Teacher can:
 - a. set up an activity in which children attempt to fit into given spaces (under a chair, in a closet, behind a book case) after guessing whether they will be able to do so;
 - b. tape shapes of different sizes on the floor. Ask children to fit their bodies into large and small outlines. Ask the children to show how big (or small) they can make their bodies within the given spaces.
 6. Teacher can bring in a large cardboard box, and ask if the box is taller or shorter (fatter or thinner) than selected children in the class. Provide an opportunity for the children to measure themselves against the box.
 7. Teacher can:
 - a. have children place objects (or their bodies) under/over/through another object. (These activities can be done in the gym and playground as well as in the classroom);

Skill

Activities

- | | |
|--|--|
| <p>8. Child will identify the five sensory organs (eyes, ears, nose, skin, tongue) and the functions of each.</p> <p>9. Child will identify familiar objects by touch.</p> <p>10. Child will identify a variety of environmental sounds.</p> | <p>b. make a horizontal line on the chalkboard (or other flat surface) with masking tape. Place a colored dot in the center of the line. As an object is moved across the surface, children will describe the position of the object in relation to the dot (e.g., above, below, left, right);</p> <p>c. use Concept Books from school or public library to reinforce concept development (see Part I of this Curriculum, p. 136).</p> <p>8. Teacher can:</p> <p>a. provide pictures or objects and ask questions such as: "Which of your senses could you use to select the prettiest dress?" "Which of your senses would you use to identify street sounds? To tell that the kitten is soft?"</p> <p>b. using fruits or other foods, blindfold the children and ask them to identify each item using any of their other senses and to identify the sense(s) employed.</p> <p>9. Teacher can:</p> <p>a. construct a "Feel Me" bag containing items of various textures for children to identify. (This activity reinforces concepts of texture: soft, hard, rough, smooth, furry, hairy, etc.);</p> <p>b. use activities designed for Concept Development, "Teaching Readiness," Curriculum Part I, pp. 41-42.</p> <p>10. Teacher can:</p> <p>a. set up a listening time. Ask children to be very quiet, close their eyes, and listen to the sounds around them in the classroom (or outside);</p> <p>b. record common sounds on tape (e.g., household appliances, running water chewing crunchies). Replay the tape and ask the children to identify each sound.</p> |
|--|--|

Skill

11. Child will identify a variety of environmental sights.

12. Child will identify a variety of environmental odors and aromas.

13. Child will differentiate among various categories of tastes (sweet, sour, salty, etc.) and identify the specific tastes of familiar foods.

Activities

11. Teacher can take a walk around the neighborhood (or use slides or an overhead projector) and ask children to identify particular objects and symbols in their environment. They might look for seasonal changes, traffic signs (varied shapes), or kinds of stores or buildings (churches, schools, houses, etc.).

12. Teacher can collect foods and other substances that have distinctive aromas and have children identify each by smell.

13. Teacher can:

- a. provide bits of sugar, salt, lemon, etc., for children to taste and identify while blindfolded;
- b. provide samples of familiar foods for children to taste and identify while blindfolded (e.g., peanut butter, tuna fish, fruits).

Interacting with the Environment and with Other People

Skill

1. Child will become familiar with specific jobs within the school building.

Language

lunchroom
boiler room
office
custodian
secretary
principal

2. Child will enumerate the responsibilities of the teacher and of the children in working together to create a climate for learning.

Activities

1. Teacher can:
 - a. plan a series of trips within the school building to observe school workers performing their jobs. Visits can be made to the lunchroom, boiler room, main office, special classes (art, music, gym), etc.;
 - b. invite some school workers to speak to the class about their work;
 - c. set up a display of children's drawings of various school workers. Follow-up with a discussion leading to the generalizations:
 - 1) lunchroom workers are cooks, servers, and housekeepers;
 - 2) custodians are in charge of heat, general repairs, and keeping the building clean;
 - 3) secretaries write letters, keep records, type, and answer phones;
 - 4) teachers, school aides and principals help children learn.
2. Teacher can:
 - a. initiate a discussion in which the children can speculate on the teacher's role (e.g., the teacher plans the lessons and helps children learn what they want and need to know by helping them find answers for themselves);
 - b. have children discuss and/or role-play their own responsibilities as pupils (e.g., coming to school regularly and promptly, doing homework, behaving appropriately, participating in activities).

Skill

3. Child will describe his/her household or family structure.
4. Child will list ways in which each member of the family or household contributes to the "functioning" of the family group.
5. Child will list ways that children in the class contribute to their particular families (helping with dishes, setting the table, putting away toys and clothing, folding laundry, making beds, helping with younger siblings, etc.).

Activities

3. Teacher can provide opportunities for children to draw pictures of their households. When these are displayed, a discussion should lead to the generalization that households differ in structure (e.g., number of family members, relationship, and ages of group members can vary. Not all families include mothers, fathers, and children).
4. Teacher can:
 - a. initiate a discussion in which the children talk about activities or responsibilities of family members (e.g., who works outside the home to earn money; who performs such functions as shopping, cooking, cleaning, laundering, etc.);
 - b. provide a set of family puppets and encourage the children to create dramas showing family roles and interaction.
5. Teacher can:
 - a. initiate a discussion which focuses on the need for each family member to contribute to family functioning. Stress that children's contributions are important;
 - b. prepare an experience chart dictated and illustrated by children for a class display: "How I Help at Home";
 - c. use simple props (toy dishes, furniture, etc.) for role-playing situations in which children portray home responsibilities;

Skill

6. Child will name the days of the week and months of the year in sequence.

Language

calendar
month
day
date
week
year

Activities

- d. introduce appropriate songs and poems:

Little*

I am the sister of him
And he is my brother.
He is too little for us
To talk to each other.

So every morning I show him
My doll and my book;
But every morning he still is
Too little to look.

--Dorothy Aldis

6. Teacher can:

- a. provide both a large standard calendar and another (commercial or teacher-made) on which the days, months, and dates are on movable parts. To make a movable parts calendars, divide a large piece of tag board into sections 7 columns (one for each day of the week) and 5 rows (for the weeks of the month). Allow space at the top to insert the year, month, and names of the days. Make a slit in each box, and place a paper clip in each slit. The clips will hold the names of months, the days, and numerical dates.

Children can state the proper day of the week and date ("Today is _____"), pointing to the standard calendar and completing the movable calendar;

* Collected in May Hill Arbuthnot and Shelton L. Root, Jr., eds., Time for Poetry (3rd ed.) Glenview, Ill.: Scott, Foresman (1968) p. 5.

Skill

7. Child will observe and identify daily weather changes.

Language

weather
clothing

Activities

- b. supply rexographed blank calendars for each child every month. Months and days should be filled in at the beginning of the month, and each day entered appropriately and holidays noted. This should be done as a class activity, under the teacher's guidance, to avoid mechanical repetition of dates without understanding. Children can be asked to name days or dates before or after a given day or date;
- c. teach songs and poems that reinforce the sequence of days and months (e.g., "Here We Go Round the Mulberry Bush," and "Thirty Days Has September");
- d. introduce calendar-related word cards for sight recognition and vocabulary expansion (months, days, holidays, temperature, seasons, etc.);
- e. use teacher-made or commercial board games based on the calendar;
- f. use activities for Teaching the Calendar, "Measurement," Curriculum Part II, pp. 140-142.

7. Teacher can:

- a. provide a large weather chart with movable symbols for sun, rain, snow, wind, and clouds. Have one of the children adjust the chart daily to indicate the appropriate weather;
- b. have the class draw the proper weather symbol to indicate the day's weather on the individual rexographed calendars (see activity 1b);
- c. play listening games with the class, having children listen to and identify the weather sounds of the day (the patter of rain, sound of wind, shoveling of snow, etc.);
- d. introduce appropriate poetry for various weather conditions (see Songs, Games, and Poems included at the end of Level 1).

Skill

8. Child will know appropriate clothing and equipment for specific weather conditions (boots, mittens, umbrella, sunsuit, etc.).

Activities

8. Teacher can:
- set up a bulletin board: "How We Dress for the Weather." Teacher and children can provide drawings and pictures from magazines for a display (or individual scrap books). Include appropriate poetry:

The Mitten Song*

"Thumbs in the thumb-place,
Fingers all together!"
This is the song
We sing in mitten-weather.
When it is cold,
It doesn't matter whether
Mittens are wool,
Or made of finest leather.
This is the song
We sing in mitten-weather:
"Thumbs in the thumb-place,
Fingers all together!"

--Marie Louise Allen

- use poems about the weather and the seasons to reinforce learnings about appropriate clothing (see Songs, Games, and Poems included at the end of Level 1);
- provide flannel board figures (teacher-made or commercial) and varied clothing and weather signs. Children can dress figures appropriately and use them for creative story telling (Instructor Kit #285, "We Dress for Weather," can be used for this activity. See Resource List, end of Level 1).

* Collected in May Hill Arbuthnot and Shelton L. Root, Jr., eds., Time for Poetry (3rd ed.). Glenview, Ill.: Scott, Foresman (1968) p. 189.

Skill

9. Child will report daily temperature from a class thermometer or morning newscast.

10. Child will name the four seasons and note the characteristics of each.

Language

season
summer
fall
winter
spring

Activities

9. Teacher can:
- display a thermometer and a tagboard representation to note daily temperature changes;
 - set up a large bar graph on which the class will record the temperature daily;
 - initiate a discussion and illustrative displays on appropriate clothing for various temperatures.

10. Teacher can:
- discuss the weather, temperature, holidays, and activities associated with particular times of year at the beginning of each season. Appropriate charts, pictures, and drawings can be displayed for each season (e.g., collecting and mounting leaves of various fall colors might be an autumn activity). These activities should lead children to make generalizations about the changing seasons and the continuity of patterns from year to year;
 - introduce songs, poems, and games related to the seasons. These can be copied by the teacher on posters and surrounded by children's illustrations. The poems should be enjoyed for their imagery, rhythm, and language, rather than memorized (see Songs, Games, and Poems included at the end of Level 1).

Developing Skills for Daily Living: Self Care/Self Help

Skill

1. Child will demonstrate good grooming and personal hygiene: will use handkerchief; will start the day with clean hands, face, and nails, and combed clean hair.

Language

handkerchief
comb
buckle
zipper
shampoo
good grooming

2. Child will button and zip clothing and tie and buckle shoes.

3. Child will show ability to care adequately for personal and class belongings (will hang up clothing, keep desk and cubby neat, will return materials to proper places).

Activities

1. Teacher can:

- a. prepare a bulletin board display on good grooming, using pictures and captions (We comb our hair; We wash our faces; We brush our teeth every morning before coming to school);
- b. lead the class in a discussion of the kinds of personal grooming tasks they can do themselves and the tasks that require help (some children will need help bathing, shampooing, and cleaning fingernails);
- c. demonstrate the use of common grooming tools (comb and brush, pick, toothbrush, wash cloth, nail brush, etc.). Let children practice these skills.

2. Teacher can:

- a. provide teacher-made or commercial materials for practice in buttoning and zipping clothing and tying and buckling shoes;
- b. Make one or more "Button Cats" (see instructions included at the end of Level 1) and use it/them to practice with the children;
- c. provide opportunities for children to button and unbutton, zip and unzip clothing (on themselves, each other, and dolls).

3. Teacher can:

- a. help children develop the habit of hanging up clothing, cleaning desks, and putting belongings away by establishing routines and providing time between activities for these tasks;

Skill

4. Child will use appropriate table manners at meals: will use napkin properly; will use appropriate utensils; will take proper size bite and chew with mouth closed.

Language

table manners
meal
fork
knife
spoon

Activities

- b. Use song and game activities to reinforce orderly habits. Children can go to the closet one by one as the class sings (to the tune of "Polly Put the Kettle On"):

Johnny, hang your coat up, coat up,
coat up,
Johnny hang your coat up,
It's time to work.

4. Teacher can:
- use school lunch period to demonstrate and reinforce appropriate mealtime behavior (if this meets school schedule);
 - plan opportunities for children to have a meal or snack together possibly with parents or with another class. Discuss good table manners before and after these occasions.

Traveling Safely to and from School

Skill

1. Child will identify various ways class members arrive at school (school bus, public transportation, walking).

Language

transportation
traffic
matron
flashing

2. Child will demonstrate knowledge of safe behavior for trips to and from school.

3. Child will explain and obey safety rules, signs, and signals in the streets, school, and playground, and identify the roles of traffic safety helpers.

Language

sign
signal
symbol

Activities

1. Teacher can:
 - a. display pictures of children arriving at school on foot, bus, bicycle, etc. Ask each child to find the picture that shows how he/she comes to school;
 - b. make a chart listing each child's name and mode of travel to school. Column headings can be illustrated appropriately;
 - c. use class travel chart to develop a pictograph or bar graph.
2. Teacher can initiate a discussion leading to the generalization that obeying rules (traffic laws, bus driver's and matron's rules, crossing guard's rules, etc.) can help avoid accidents and insure safe travel to and from school.
3. Teacher can:
 - a. use pictures and/or models to help children identify and learn the meaning of traffic signs, symbols, and signals including: traffic lights; flashing signs (Walk, Don't Walk, Wait); traffic signs (Stop, Yield, Curve, crosswalk lines); and to learn the roles of traffic safety helpers (crossing guards, monitors, policemen and women, bus drivers, matrons);
 - b. arrange a neighborhood walk to find and identify traffic signs, symbols, and signals and traffic helpers;
 - c. provide commercial or teacher-made traffic signs or symbols and use these props to encourage children to role-play situations involving traffic safety. (Instructo Kit #133, "Safety on Streets and Sidewalks," can be used for this activity. See Resource List, end of Level 1);

Skill

4. Child will discuss reasons for being cautious about talking to or going with strangers on the street.

Activities

- d. use children's art work for a traffic safety display, or to illustrate experience charts in which children dictate stories about traffic safety.
4. Teacher can:
 - a. lead a discussion about ways in which strangers might approach children (e.g., offering candy or a ride). Through role-playing, children can dramatize appropriate responses to such situations;
 - b. use discussion to help children understand and the danger of responding to strangers on the street (e.g., physical harm or kidnapping).

Songs, Games, and Poems

A. Identification Songs

Teacher: My name is Mrs. _____ (Jones).

Child: My name is _____ (Tommy Smith).

What is yours?

(For choral speaking--a good circle activity)

(To the tune of "Frere Jacques")

I am Joseph, I am Joseph,
How are you, How are you?
Very well I thank you,
Very well I thank you,
How are you?

Hello Ev-rybody, yes indeed,
Yes, in-deed, yes, indeed.
Hel-lo ev-rybody, yes in-deed
Yes, in-deed, my darling.

(Teacher can substitute a child's name for "ev-rybody." Encourage children to move their bodies and clap to the rhythm.)

B. Recognizing Emotions

IF YOU'RE HAPPY *

The musical score is written for piano and voice. It consists of four systems of staves. The first system has a piano introduction with a treble clef, a key signature of one flat (Bb), and a 2/4 time signature. The melody is in the treble clef, and the bass line is in the bass clef. The lyrics are: "If you're hap - py and you know it, clap your hands. clap clap If you're". The second system continues the melody: "hap - py and you know it, clap your hands. clap clap If you're". The third system continues: "hap - py and you know it, then your face will surr - ly show it. If you're". The fourth system concludes: "hap - py and you know it, clap your hands. clap clap". Chords F, C7, and Bb are indicated above the staff.

2. If you're happy and you know it,
wear a smile, etc.

3. If you're happy and you know it,
spread your arms, etc.

*Reprinted from Herbert Goldstein, Social Learning Curriculum: Recognizing and Reacting to Emotions. Copyright 1974, Charles E. Merrill Publishing Co., Columbus Ohio.

IF YOU'RE SAD *

The musical score is written for piano and voice. It consists of four systems of staves. Each system has a treble and bass staff for piano accompaniment and a single staff for the melody. The key signature is one flat (B-flat), and the time signature is 4/4. The melody is simple, using quarter and eighth notes. The piano accompaniment provides a steady harmonic background with chords and single notes.

System 1: Treble staff has a **Fmi** chord above the first measure and a **C7** chord above the fifth measure. The lyrics are: "If you're sad and you know it, hang your head. If you're".

System 2: Treble staff has an **Fmi** chord above the fifth measure. The lyrics are: "sad and you know it, hang your head. If you're".

System 3: Treble staff has a **Bbmi** chord above the first measure and an **Fmi** chord above the fifth measure. The lyrics are: "sad and you know it, then your face will real - ly show it. If you're".

System 4: Treble staff has a **C7** chord above the first measure and an **Fmi** chord above the fifth measure. The lyrics are: "sad and you know it, hang your head.".

2. If you're sad and you know it,
hang your arms, etc.

3. If you're sad and you know it,
wipe your eyes, etc.

4. If you're sad and you know it,
drag your feet, etc.

*Reprinted from Herbert Goldstein, Social Learning Curriculum: Recognizing and Reacting to Emotions. Copyright 1974, Charles E. Merrill Publishing Co., Columbus Ohio

IF YOU'RE SCARED *

The musical score is written for piano in F major (one sharp). It consists of four systems of music, each with a treble and bass staff. The lyrics are written below the treble staff. Chords are indicated above the staffs.

System 1: Treble staff has notes G4, A4, B4, C5, B4, A4, G4. Bass staff has notes F3, A2, C3, E3, G2, B2. Chords: Fmi (above G4), C7 (above C5). Lyrics: "If you're scared and you know it shake your knees. If you're"

System 2: Treble staff has notes G4, A4, B4, C5, B4, A4, G4. Bass staff has notes F3, A2, C3, E3, G2, B2. Chords: Fmi (above G4). Lyrics: "scared and you know it shake your knees. If you're"

System 3: Treble staff has notes G4, A4, B4, C5, B4, A4, G4. Bass staff has notes F3, A2, C3, E3, G2, B2. Chords: Bbm (above G4), Fmi (above C5). Lyrics: "scared and you know it then your eyes will real - ly show it. If you're"

System 4: Treble staff has notes G4, A4, B4, C5, B4, A4, G4. Bass staff has notes F3, A2, C3, E3, G2, B2. Chords: C7 (above G4), Fmi (above C5). Lyrics: "scared and you know it shake your knees!"

2. If you're scared and you know it,
roll your eyes, etc.

3. If you're scared and you know it,
back away, etc.

*Reprinted from Herbert Goldstein, Social Learning Curriculum: Recognizing and Reacting to Emotions. Copyright 1974, Charles E. Merrill Publishing Co., Columbus Ohio.

IF YOU'RE ANGRY *

The musical score is written for piano and voice. It consists of four systems of music. Each system has a treble and bass staff for the piano accompaniment and a line for the lyrics. The key signature has two flats (B-flat and E-flat), and the time signature is 4/4. The lyrics are: "If you're an - gry and you know it, stamp your feet. stamp stamp If you're an - gry and you know it, stamp your feet. stamp stamp If you're an - gry and you know it, then your face will real - ly show it. If you're an - gry and you know it, stamp your feet. stamp stamp". Above the piano staves, the chords Fmi, C7, Bbm, and Fmi are indicated. Above the lyrics, the words "stamp stamp" are written in a stylized font.

If you're an - gry and you know it, stamp your feet. stamp stamp If you're
 an - gry and you know it, stamp your feet. stamp stamp If you're
 an - gry and you know it, then your face will real - ly show it. If you're
 an - gry and you know it, stamp your feet. stamp stamp

2. If you're angry and you know it,
 make a fist, etc.

* Reprinted from Herbert Goldstein, Social Learning Curriculum: Recognizing and Reacting to Emotions. Copyright 1974, Charles E. Merrill Publishing Co., Columbus Ohio.

C. Physical Identity*My Body

I wiggle my fingers
I wiggle my toes.
I wiggle my shoulders
I wiggle my nose.
Now no more wiggles
Are left in me.
So I will be still
As still as can be.

Feel, Fingers, Feel

Five tiny fingers,
All in one hand
Open the fingers
Feel of the sand
Feel little fingers
That's how you know
What things can feel life
Isn't that so?

Hands

Open, shut them,
Open, shut them,
Give a little clap! (Clap!)
Open, shut them
Open, shut them
Place them in your lap!

*Compiled by Phyllis Boyson, Education Consultant and former professor of Special Education, William Patterson College, Wayne, New Jersey.

Exercises

Stretch up high
Stretch down low
Raise your arms
And away we go.

Make a circle in the air
Sweep your arm around
Now the other - do the same
And jump up off the ground

We like to bend
We like to stretch
We make our muscles strong
Bend, stretch
Bend, stretch
All the whole day long.

First I bend my knees
Then I stand up tall
Down, up, down, up,
Like a rubber ball.

First I'm short
Then I'm tall.

THE HOKEY-POKEY

1. You put your right foot in, you put your right foot out, You put your

right foot in, and you shake it all a - bout, And then you

do the ho-key po-key and you turn your-self a-bout, And that's what it's all a - bout.

- | | | |
|-------------------------------------|---|-------------------------------------|
| 2. You put your left foot in, etc. | 5. You put your right shoulder in, etc. | 8. You put your left hip in, etc. |
| 3. You put your right hand in, etc. | 6. You put your left shoulder in, etc. | 9. You put your whole self in, etc. |
| 4. You put your left hand in, etc. | 7. You put your right hip in, etc. | |

D. Weather ConditionsThe Rain

Rain on the green grass,
 And rain on the tree,
 And rain on the house-top,
 But not upon me!

--(Author Unknown)

City Rain*

Rain in the city!
 I love to see it fall
 Slantwise where the buildings crowd
 Red brick and all.
 Streets of shiny wetness
 Where the taxis go,
 With people and umbrellas all
 Bobbing to and fro.
 Rain in the city!
 I love to hear it drip
 When I am cosy in my room
 Snug as any ship,
 With toys spread on the table,
 With a picture book or two,
 And the rain like a rumbling tune that sings
 Through everything I do.

--Rachel Field

Fog**

The fog comes
 on little cat feet.
 It sits looking
 over harbor and city
 on silent haunches
 and then moves on.

--Carl Sandburg

*"City Rain," copyright 1926 by Doubleday & Company, Inc., from Taxis and Toadstools by Rachel Field. Reprinted by permission of the publisher.

**"Fog," from Chicago Poems by Carl Sandburg, copyright 1916 by Holt, Rinehart and Winston, Inc.; copyright 1944 by Carl Sandburg. Reprinted by permission of Harcourt, Brace, Jovanovich, Inc.

E. SeasonsDown! Down!*

Down, down!
 Yellow and brown
 The leaves are falling over the town.

--Eleanor Farjeon

First Snow**

Snow makes whiteness where it falls.
 The bushes look like popcorn-balls.
 And places where I always play,
 Look like somewhere else today.

--Marie Louise Allen

Snow in the City***

Snow is out of fashion,
 But it still comes down,
 To whiten all the buildings
 In our town;
 To dull the noise of traffic;
 To dim each glaring light
 With star-shaped feathers
 Of frosty white.
 And not the tallest building
 Halfway up the sky;
 Or all the trains and busses,
 And taxis scudding by;
 And not a million people,
 Not one of them at all,
 Can do a thing about the snow
 But let it fall!

--Rachel Field

*Compiled from Arbuthnot & Root, Time for Poetry.

**"First Snow" from A Pocket Full of Poems by Marie Louise Allen.
 © 1957 by Marie Allen Howarth. By permission of Harper & Row,
 Publishers, Inc.

***"Snow in the City," reprinted with permission of Macmillan Publishing Co.,
 Inc., from Branches Green by Rachel Field. Copyright 1934 by Macmillan
 Publishing Co., Inc., renewed 1962 by Arthur S. Pederson.

Spring*

The last snow is going,
Brooks are overflowing,
And a sunny wind is blowing
Swiftly along.

Through the sky birds are blowing,
On earth green is showing,
You can feel earth growing
So quiet and strong.

A sunny wind is blowing,
Farmer's busy sowing,
Apple trees are snowing,
And shadows grow long.

Now the wind is slowing,
Cows being lowing,
Evening clouds are glowing
And dusk is full of song.

--Harry Behn

*"Spring," from The Little Hull, copyright 1949 by Harry Behn; renewed 1977 by Alice L Behn. Reprinted by permission of Harcourt, Brace, Jovanovich, Inc.

How to Make a "Button Cat"*

Materials Needed: paper; felt (black, if possible); seven buttons (including two red and one green, if possible); needle, thread; scissors.

Draw an 8 piece cat pattern on paper (see example).

Use this to cut actual body parts from black felt (2 ears, head, neck, body, tail and 2 legs).

Sew 2 green buttons to the bottom of the ears; 1 red to top and 1 any color to the bottom of neck; 1 each to the top of the legs and tail.

Make buttonholes in the head for the ear attachments (these will be the eyes) and the neck attachment (this will be the mouth). Also make holes to attach legs, tail, and neck to body.

Demonstrate buttoning procedure to pupil and point out body parts.

Unbutton cat and give pupil the head and ears to practice.

Add other parts as pupil demonstrates proficiency.

Reinforce by allowing pupil to keep completed cat on desk for one work period.



* Adapted from BCP Method Card, "Button Cats." © 1977 Santa Cruz County Office of Education, Santa Cruz, California.

Teaching Resources

Books for Teachers

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Filmstrips and Films

About Myself--Myself and Other People. Film shows similarities and differences among individuals. Bowmar.

Boy, Was I Mad. Sound filmstrip about the adventures of a little boy who gets so mad he decides to run away from home. Learning Corporation of America.

Dress for Health. Shows students that they must dress according to the weather. Encyclopedia Britannica Educational Corp.

Helpful Signs (parts 1 and 2). Sound filmstrip showing a number of common traffic signs. Modern Learning Aids.

Listening to Get Directions (Getting Along in School series). Illustrates how listening and following directions can help both the teacher and the student. Coronet Films.

Sing a Song of Safety. Filmstrip accompanied by songs that deal with safety rules and reminders: "Let the Ball Roll," "Remember Your Name and Address," "Hot and Cold Water," "Keep to the Right," "An Automobile Has Two Big Eyes," Nat Quillen.

Talking without Words. Methods of nonverbal communication are shown. Viking Films.

Records

Basic Songs for Exceptional Children. These songs contribute to the children's sense of personal identity and help them relate to the environment. Educational Record Sales.

Developing Body Space Perception Motor Skill. Stresses the development of spatial perceptions. Educational Record Sales.

Good Morning, Mrs. Miller. Students are encouraged to learn correct ways to communicate with others. Stanley Bowmar.

I Go to School (Musical Experiences for Basic Learning Readiness series). Songs and rhythms help students relate to the school environment and its physical objects. Stanley Bowmar.

Inside the School (Picture Stories for Reading Readiness series). Students use their knowledge of school to interpret a picture story. Eye Gate Media.

Learning Basic Skills to Music (vol. 3). Helps students learn about various objects and simple concepts: forward/backward, inside/outside, high/low, over/under/around. Stanley Bowmar.

Let's Help Mommy. Encourages children to help with cleaning activities such as sweeping and dusting. Learning Arts.

Sing a Song of Friendship. Emphasizes how important it is for people to try to understand other people's feelings. Educational Record Sales.

Your Body: How You Move and Stay Alive (part 1). Musical instruction on how the body works. Society for Visual Education.

Commercial Materials

Safety Signs and Games (Level K-4)	ABC School Supply Co.
Good Manners	Educational Record Sales
Concept Picture Puzzles and Charts	Harcourt Brace
Basic Social Studies Discussion Pictures	Harper and Row
Getting Ready (Filmstrip)	Learning Corporation of America
Project ME (Level K-3)	
Sing a Song of People (Level K-3)	
The Seasons	Mafex Associates
Days We Like	
Communicating Without Words	McGraw Hill
Social Studies Involvement Program (K-6)	Science Research Associates (SRA)
Stage One: Awareness - Focus on Self	
Development (K-2); Stage Two: Responding	
- Focus on Self Development (K-2)	
Signs and Symbols to See and Know	H.L. Strickling
(Flash Cards)	
Seasons	
Your World, Series I and II	Taylor Publishing Co.
Personal Development (Level K-3)	Troll Associates
Manners are Lots of Fun (Level K-3)	
Me - That's Who (Level K-3)	
Who Are You (Level K-3)	

Kindle I: Who Am I

Kindle II: How Do I Learn?

Kindle III: Getting Along

Kindle IV: Mixing In

Kindle V: I Can Tell

Scholastic Press: Film
Strips and Tape Kits

Beginning Concepts - Unit I

Beginning Concepts - Unit II

Beginning Concepts - People Who Work - Unit I

Beginning Concepts - People Who Work - Unit II

**LIVING AND WORKING
AT HOME AND
IN SCHOOL**

THEME: LIVING AND WORKING AT HOME AND IN SCHOOL

The Scope and Sequence of Skill Areas that are specifically developed for this theme include the following:

Behavioral Skills (Affective)

- * Self Concept
- * Spatial Orientation
- * Personal Adjustment
- * Social Adjustment
- * Decision Making

Practical Skills (Cognitive)

- * Critical Thinking
- * Communication and Language
- * Locating and Gathering Information
- * Map and Globe
- * Interpreting Graphics
- * Time and Chronological Orientation
- * Career Education
- * Urban

Students begin to develop the foundations for social skills, and a framework for interpreting interactions between people, in the home and at school. Through early experiences with family and school groups, children learn to relate to others and begin to assume responsibility as individuals participating in cooperating units. To support this, home and school are the stages upon which the action of this theme takes place.

We are living today in the most rapidly changing environment to which people have ever been exposed. In order to survive, we need to be able to recognize change and to cope with it effectively. As students learn to observe change in themselves, exemplified by physical growth and the acquisition of new skills, they can observe change in both the natural and man-made environments around them.

This theme provides a focus on the family. Children see that although families may differ in structure, they function to meet the basic needs of people: food, clothing, shelter, and love. Because all people act as members of groups (family, school, society), and because each person in a group has an obligation to act responsibly and follow rules so that the group can achieve its goals, the text then moves into an examination of rules and responsibilities, particularly those of the classroom, school, and neighborhood.

The ability to invent and use tools distinguishes human beings from other animals. Students can learn to use and respect basic tools, to understand that tools help them accomplish specific jobs, and that, in order to remain useful, tools must be used and cared for properly.

This theme includes a unit on the celebration of holidays and events of importance. The students learn how we value, enjoy, and join into celebrations with the larger community to mark events and accomplishments of importance. Through celebration, students are introduced to the diverse and colorful range of social, ethnic, and religious practice that contributes to the richness of American culture.

Skills Development: Behavioral Skills (Affective)

Self Concept

- * Identifies family members, friends and other people in environment
- * Identifies roles in a family
- * Begins to understand own responsibilities
- * Sees self as learner
- * Works toward autonomy and independence

Spatial Orientation

- * Describes physical relationship of one room to another in the home
- * Recognizes differences between open spaces of rural areas and crowded urban conditions

Personal Adjustment

- * Can cope with disappointment and/or frustration without losing temper
- * Accepts constructive criticism
- * Verbalizes feelings of anger in an acceptable way instead of acting them out
- * Develops a tolerance for uncertainty
- * Develops methods for dealing with conflicts
- * Learns from experience
- * Behaves responsibly
- * Completes assigned tasks
- * Focuses attention on problems at hand
- * Develops intimate relationships with family members and close friends

Social Adjustment

- * Understands that individuals form groups and can be classified by group
- * Perceives that individuals can belong to several different groups simultaneously
- * Understands how one person's behavior affects others
- * Shows courtesy to others
- * Develops skills to communicate with peers and adults
- * Shows respect for others and environment
- * Participates responsibly in group activities

Decision-Making

- * Chooses among a variety of independent activities
- * Explains why one activity was chosen over another

Practical Skills (Cognitive)Critical Thinking

- * Follows directions
- * Interprets pictures
- * Makes comparisons
- * Identifies main idea
- * Categorizes groups of items

Communication and Language

- * Participates in writing and reading language experience charts
- * Expresses ideas in discussion
- * Relates information obtained from pictures

Locating and Gathering Information

- * Relates information gathered from popular media to social studies discussions
- * Collects graphics related to a topic
- * Acquires and reports information from direct observation

Map and Globe

- * Locates self in relation to familiar places
- * Makes maps of home or classroom
- * Understands that maps are models of small or large spaces

Interpreting Graphics

- * Identifies the main idea of an illustration or chart
- * Obtains information from an illustration or chart
- * Makes an illustration to represent an idea

Time and Chronological Orientation

- * Uses own lifetime as a reference point in time
- * Relates family history or constructs family tree
- * Reads and records time and dates accurately
- * Uses calendar properly
- * Places related events in chronological order

Career Education

- * Becomes familiar with roles and responsibilities of family members
- * Investigates roles and responsibilities of people in the school community
- * Describes and carries out own responsibilities as a member of family, class, and school communities
- * Sees self as a potential worker

Urban Education

- * Perceives the importance of domestic skills in keeping home clean and orderly

Key Concepts

1. Change is an integral part of our lives. Change affects living and nonliving things in the environment.
2. All over the world, the family is the traditional unit for living. The basic needs of children are met through the family, the structure of which is varied and changing.
3. Rules and laws are needed to help people live, work and play together in harmony. Rules protect each person's rights, and give each person responsibility.
4. Tools are needed by people to do a particular job or to help perform a given task more quickly and accurately.
5. Celebrations of holidays and special days stem from religious and/or ethnic heritages, or honor people or events of the past. They provide a way of acknowledging tradition and remembering and expressing admiration for the deeds of others.

Objectives

1. To help children observe and recognize change in themselves, and in living and nonliving things in the environment, and to accept change as an integral part of life;
2. To help children recognize that the family is the traditional unit for living all over the world;
3. To help children recognize that the structure and organization of the family can differ;
4. To help children realize that the function of the family is to provide the basic needs of people: nurturance, food, clothing, and shelter;
5. To identify food as a basic need that is met through the family;
6. To learn some of the ways that food is produced so that families can feed their members;
7. To help children differentiate between nutritional foods needed for healthy growth and snack foods without much nutritive value;
8. To identify shelter as a basic need that is met through the family;
9. To help children learn about the different kinds of shelters in which people can live;
10. To help children recognize the relationship between the shelters in which people live and the climatic conditions and natural materials of their environment;
11. To identify clothing as a basic need that is met through the family;
12. To learn the relation of clothing to weather, climatic conditions, and occupations.
13. To help children identify the sources of fabrics (natural or man-made) from which clothing is produced;
14. To help children develop a broad understanding of the process of changing fiber to cloth and cloth to clothing;
15. To help children distinguish between mass production of clothing and the process of making garments at home;
16. To help children recognize the usefulness of tools to do a job quickly and accurately;
17. To help children identify the appropriate tool for a particular job;

18. To help children develop skill in using, storing, and caring properly for them properly;
19. To help children understand that all people must follow rules in order to live, work, and play together;
20. To help children understand the reasoning behind particular rules and to develop some rules of their own;
21. To help children differentiate between a rule and a law, and to become aware of the consequences of breaking rules and laws;
22. To help children understand the reason for the celebration of holidays and other special days.

Growth and Change: Personal and Environmental

Skill

1. Child will observe that things change in the immediate environment.

Language

change
old
new
young
same
different
tall
short
big
small

Activities

1. Teacher can:
 - a. introduce the concept of change by taking a class walk around the school or neighborhood to observe that changes occur in the physical environment. Encourage children to use conceptual vocabulary that illustrates change (e.g., "this old building once was new"; "this tall, old tree once was young and small");
 - b. take photographs in the school and/or neighborhood and drawing inferences about how things have changed in the past or might change in the future. Develop language experience stories to express the children's observations;
 - c. prepare a bulletin board showing changes in people, places, or things familiar to the children. Have the children bring in or draw pictures to illustrate change (e.g., changes in T.V. characters, clothing styles, sizes of people, weather). Help children develop a vocabulary for describing change by labeling the pictures with words that focus on change.

Skill

2. Child will record growth and change in living things in the immediate environment.

Language

seasonal change
garden
seed
cutting
potato "eye"
yam
avocado
root
foliage
bar graph
pet
mealworms
culture
bran
larva
pupa
adult

Activities

2. Teacher can:

- a. have children "adopt" a favorite tree near the school. Monthly photographs can be taken of the tree to show how it changes. Children will describe the changes they observe, and relate these to seasonal changes. If necessary, find color pictures of the same tree or scene as it appears at different seasons;
- b. help children start a "Kitchen Garden" with cuttings or seeds from common fruit and vegetables (carrot tops placed on stones or gravel in a little water will grow wispy leaves; the eyes of a white potato planted in soil will produce a lush plant; a yam or sweet potato suspended by toothpicks in a glass of water so that it is partially submerged will grow lavish leaves; Avocado seeds and pits of citrus fruit also produce greenery);
- c. have children bring in beans from home to be planted and tended. Their growth into mature plants can be recorded by dated photographs, bar graphs to measure height, or photographs to illustrate the number of leaves. (For bar graph, use a strip of paper the actual height of the plant. Measure periodically and add new bars to show growth);
- d. allow the children to have a class pet (a hamster, turtle, guinea pig, fish, etc.). The pet can be used to spark discussions about how living things change--how they are born, grow, and die. The children also can observe how the pet learns new skills and tastes;
- e. keep a culture of mealworms (available at most pet shops) in covered but ventilated container filled with bran cereal. The children can observe the mealworms go through the larva, pupa, and adult (beetle) stages.

Skill

3. Child will describe changes in manmade products in the environment.

Language

antique
style
accessory
museum
display
category
exhibit
history

4. The child will describe ways in which babies differ from adults.

5. Child will compare the growth of baby animals with the growth of baby humans, including him/herself.

Language

physical change

6. Child will compare his/her physical appearance to that of a younger child.

Language

infant
external change
growth
record

Activities

3. Teacher can:

- display pictures and models of antique cars and compare them to modern cars (any collection of old and new objects can be used). After children discuss some of the changes that have occurred over the years (style, size, shape, accessories, etc.), teacher can help children conclude that objects in our environment change;
- help children prepare a museum display that compares familiar old and new objects by categories. They can use pictures, models, drawings, or actual samples (e.g., household items, clothing, building accessories);
- plan a museum trip to observe exhibits of familiar items from an earlier period of history.

4. Teacher can present pictures of baby animals with their mothers (puppies, kittens, calves, cubs, colts, etc.) to stimulate discussion on how the babies differ from parents: size, ability to feed themselves, strength, etc.

5. Teacher can ask children to compare the physical changes that take place as animal grow with changes in themselves. Compile a list of ways in which both animals and babies change.

6. Teacher can:

- encourage children to think about how their appearance has changed since they were infants. Make a chart showing these changes:

Babies Have

no teeth
tiny feet
tiny hands
little hair
fat tummies

Older Children Have

many teeth
larger feet
larger hands
long hair
flat tummies

Skill

7. Child can compare his/her present skills and abilities to those of a younger child.

Language
ability

8. Child will list the physical skills he/she might expect to acquire as he/she matures physically.

Activities

- b. give a home assignment in which children observe babies under 2 years of age and report on their observations. Expand the list developed in activity 6a. Help children distinguish between physical change (e.g., height, weight, size of feet, length of hair) and external change (e.g., hair style, clothing, makeup). Generalize that former is more lasting than the latter;
 - c. mount a tape measure on a strip of tagboard for each child. Label with child's name and mark off current height. At regular intervals, remeasure children and add a mark to show any growth;
 - d. have children trace their hands and/or feet. Mount the cutouts for display. At regular intervals make new tracings and mount new cutouts beside the originals to show growth;
 - e. help children make permanent hand or footprints (use plaster of paris or play dough, which can be painted when dry). These can provide a permanent record of each child's growth.
7. Teacher can display a picture of an infant and a picture of a young elementary school child. Raise questions about what the baby can do and what the older child can do, and what changes the children can note in their own abilities. Prepare an experience chart with the ideas developed from this discussion (include such abilities as walking, talking, eating, toileting, grasping, sitting).
8. Teacher can help each child set individual realistic goals for acquisition of motor skills that can be developed in the classroom or gym (one child's goal may be to walk a balance beam; another child's goal may be to run 3 laps around the gym).

Skill

9. Child will demonstrate that ways of expressing emotion can change as people grow.

Language

emotion
stimulus
pain
discomfort
rejection
alternatives

Activities

9. Teacher can:

- a. use a picture of a crying baby to encourage speculation and discussion about why the baby is crying. Children can list the stimuli that might cause a baby to cry (e.g., pain, discomfort, rejection, hunger). Compare this behavior to reactions to similar stimuli of children their own age;
- b. use the ideas expressed in the discussion to prepare a chart comparing the limited alternatives available to an infant with the variety of alternatives available to children of school age.

What is a FamilySkill

1. Child will define the immediate family as the people who live in his/her home.

Language

immediate family
parent
sister/brother
stepsister/stepbrother
half sister/half brother
stepmother
stepfather

2. Child will identify family members who do not live in their immediate households.

Language

extended family
grandmother
grandfather
cousin
aunt
uncle
niece
nephew
role

3. Child will define the terms used to identify family relationships: cousin, aunt, uncle, etc.

Activities

1. Teacher can lead a discussion in which children name the members of their immediate (nuclear) families. On the chalk board, list family members under each child's name. Note that families differ in size, number of parents (and other adults) and children, and relationships to each other (e.g., step or half siblings).
2. Teacher can:
 - a. ask children to name relatives who do not live in their immediate households (e.g., grandparents, cousins, aunts) but who constitute an extended family;
 - b. provide a picture of a large family group--children and adults of varying ages. Asks children to speculate on the identity of people in the picture role (e.g., mother, grandmother, father, cousin). Lead children to realize that a person can have more than one role in the family (e.g., mother is also a daughter, father is a son);
 - c. invite children to bring in pictures of their own family members for a bulletin board display. Add identifying captions.
3. Teacher can use the picture brought in for activity 2b to define/discuss the meaning of terms used: grandmother is mother's mother or father's mother; aunt/uncle is mother's or father's (sister/brother).

Skill

4. Child will conclude that families differ and change.

Language

marriage
separation
divorce
birth
death
remarriage

5. Child will infer that people all over the world live in families.

Language

culture
urban
rural
group

6. Child will identify some ways in which families meet the basic needs of children: nurturing (love), food, shelter, and clothing.

Language

need
nurturing (love)
food
shelter
clothing

Activities

4. Teacher can:

- a. reinforce the concept that families differ by leading children to recall that they have seen in their own class that children come from large and small families, have varied relatives in the household, live in one parent families, etc. They can generalize from this that families differ from one another;
- b. discuss the differences found among families in the class to help children realize that some of these differences may be caused by changes: marriage, birth, death, divorce, separation, remarriage, etc.;
- c. introduce books for children that deal with individual and family growth and change (see Selected Bibliographies, Language Arts, Volume I, page 128).

5. Teacher can help children collect pictures showing families of other cultures, and mount them in a display. Whether people live in urban or rural areas, in this country or elsewhere, the family unit exists and provides the basic group structure of society.

6. Teacher can:

- a. display a picture of a family seated for a meal. Discussion can focus on what people are doing, where they are, and what they are wearing. Lead children to realize that basic needs are provided through the family to its members;
- b. provide a collection of pictures showing examples of family activities shared by adults and children (e.g., mother and child painting a bookshelf, father feeding a child, grandparent reading a story, sister or brother helping a younger child to dress, parent and child in supermarket). Reinforce new vocabulary by asking children to select a word to describe a need that is being met in the pictures.

Families Provide Basic Needs: Food, Clothing, and Shelter

Skill

1. Child will name food as a necessity for all people.

Language

necessity
availability
culture
tradition
personal preference

2. Child will identify ways in which the modern urban family provides food for its members.

Language

supermarket
grocery store
farmer's market
bodega
home cooking
commercial cooking
fast food
franchise
convenience food
T.V. dinner

Activities

1. Teacher can introduce pictures of people from differing climates and cultures eating foods of their areas. Through discussion, lead children to conclude that all families provide food for their members, but that the kinds of foods may differ according to availability, culture, and tradition, as well as personal preference and cost.

2. Teacher can:

- a. lead a discussion in which children tell how their own families obtain food for home preparation (e.g., from supermarkets, vegetable stores, bodegas, fish stores, butcher shops, farmer's markets, small backyard gardens). Children can collect pictures for display showing people buying different foods in stores;
- b. help children set up a classroom grocery store with empty cartons, cans, and boxes brought from home;
- c. plan a trip to a supermarket to observe the different departments and varieties of foods for sale;
- d. lead children to differentiate between home cooking and commercial preparation of food (e.g., restaurant, school cafeteria, Kentucky fried chicken and other fast food franchises, "take-out" foods). Let children begin to compute the proportion of their food that is: prepared at home from scratch; prepared at home with the help of mixes or other convenience foods; only heated up at home (e.g., "T.V." dinners); eaten out or brought in fully prepared;

Skill

3. Child will:

- a. demonstrate knowledge of the food chain from producer to consumer in a modern, urban setting;
- b. demonstrate knowledge that in more primitive cultures, as well as in the past in this country and city, people either produced much of their own food or lived much closer to the food producers, making our current complex system of food distribution unnecessary.

Language

fresh food
 processed food
 dairy farm
 poultry farm
 ranch
 distributors
 middle men
 urban
 rural
 canning
 freezing
 salting

Activities

- e. contact the local MacDonald's. Some provide a tour of the restaurant and free snacks for handicapped children. The manager can make the arrangements if he participates in this program.

3. Teacher can:

- a. bring in samples or pictures of common foods, fresh and processed, to initiate a discussion of where and how we get our food. Some children will say that the foods come from a supermarket; others will recognize that they originate at the farm. Through this discussion children will be helped to understand that farmers grow the food and ship it to cities for people who live there and cannot grow their own;
- b. use the foods or pictures from activity a. Have pupils identify the items, say whether they themselves eat these things at home, and indicate how they were produced originally (in their unprocessed form). Help children understand that there are many kinds of farms. Some farmers grow only vegetables or grains; some raise animals (e.g., dairy farms, poultry farms, ranches). Some (but relatively few) still raise both. Bring in pictures of modern cattle ranches and wheat fields to show children how modern farming methods have replaced the traditional family farm with huge acreages specializing in one crop;

SkillActivities

- c. arrange an interview with the local supermarket manager, either for the entire class or a reporting committee of the class. Prepare the children in advance to ask the manager questions about how he assembles the many kinds of food he sells; whether he buys many items (or even any items) directly from farmers or other producers; and how the prices he charges in his store are affected by his dealing with distributors (middle men) rather than directly with food producers;
- d. if possible, arrange the same sort of interview as described in activity c with the owner of a small vegetable and produce store. Does he/she deal more directly or less directly with food producers? How is this difference reflected in the prices (or is it reflected)?
- e. provide films, film strips, pictures (or plan a museum trip) to help children see that people living today in less urban cultures (Eskimos, tribal Indians, small villages in a variety of places) still produce much of their own food (fishing, trapping, garden plots) rather than buying it. Note that their diets are therefore limited to seasonal foods unless they preserve their foods (canning, freezing, salting);
- f. use pictures in history books (or plan a trip to the Museum of the City of New York or other local historical society) to draw a parallel between rural societies today and New York City in the historical past, when farms still existed and people fished in the rivers.

Skill

4. Child will:

- a. identify animals and animal products as the sources of our meat, fish, poultry, eggs, and milk;
- b. identify plants as the source of our vegetables and fruits;
- c. identify human beings as omnivores, able to eat both animals and plants for nutrition.

Language

omnivore
carnivore
herbivore

5. Child will name his/her favorite foods.

6. Child will differentiate between foods needed for healthy growth (nutrition) and those that are enjoyed but not necessary (candy, ice cream, etc.).

Language

nutrition

Activities

4. Teacher can:

- a. help children list the foods they eat under two titles: Animal and Plant;
- b. provide picture or picture/word cards of foods to children to categorize according to source (animal or plant);
- c. initiate a discussion of common and uncommon animals, asking the children what these animals eat. Lead children to the conclusion that some animals, like people eat anything (omnivores); others are restricted to eating animal products (carnivores) or vegetable matter (herbivores).

5. Teacher can compile a master list of favorite foods for the class. Ask whether all members of a family like the same foods, and discuss individual preferences.

6. Teacher can encourage children to make individual scrapbooks or class bulletin boards to show which foods are necessary for growth, which they like to eat but don't need, and which are unhealthy. Children's drawings and pictures cut from magazines can be used.

Skill

7. Child will name shelter as another necessity for all people that is provided by the family.

Language

shelter
elements
protection

8. Child will list important functions of the home other than shelter from the elements.

Activities

7. Teacher can:

- a. display a large picture or poster of people engaged in an outdoor activity (e.g., ice skating, picnicking, playing ball). Discuss where the people will go when the activity is over and/or when it gets dark (and cold). Conclude that people go home for shelter and for warmth;
- b. provide pictures or models of different kinds of homes from all around the world. Through class discussion, help children understand that all families have homes to provide shelter, warmth, protection, etc., even though those homes may look very different from their own;
- c. ask children to recall situations in which they needed shelter to protect them from the elements (e.g., playing in the park when a sudden rainstorm came up, after playing in the snow or on the street on a very hot day). Ask children to consider the many kinds of weather conditions from which they need their homes to protect them.

8. Teacher can:

- a. lead a discussion in which children report the kinds of things they do at home (e.g., home is a place to sleep, bathe, eat, do homework, relax, read or listen to stories, watch T.V.);
- b. establish a bulletin board display of children's drawings entitled, "Home is a place to." Caption the pictures appropriately.

Skill

9. Children will name several kinds of shelters (homes) that families occupy in their neighborhood.

Language

apartment house
project
one family home
attached house
brownstone
neighborhood

10. Child will identify and tell the general purposes of specific rooms in the home (each room can have more than one function).

Language

kitchen
dining room
living room
bedroom
bathroom
den
family room
basement

Activities

9. Teacher can:

- a. take class on a neighborhood walk to note and list the different kinds of homes in which people live (e.g., one family home, attached house, brownstone, apartment building, project);
- b. provide materials to enable children to draw pictures of the kinds of homes they saw on the neighborhood walk. These pictures can be the basis for a bulletin board display, "Homes in Our Neighborhood." Appropriate language arts activities (labeling, matching pictures and words, writing short sentences, etc.) can be incorporated;
- c. help children build class models or dioramas of the homes in the neighborhood.

10. Teacher can:

- a. lead a discussion in which children tell about the rooms in their homes and how they are used (e.g., some may eat in the kitchen, some may have a dining room, some may use the living or dining room for sleeping);
- b. prepare a language experience chart. Have each child dictate a sentence about the use of a room in his/her house. These sentences can be arranged to form a story (e.g., In Maria's house the family watches television in the dining room. John's family eats breakfast in the kitchen).

Skill

11. Child will identify and tell the uses of major furnishings and appliances in each room.

Language

furniture
appliance

12. Child will identify houses typical of urban, suburban, and rural areas.

Language

urban
suburban
rural

13. Child will list dwellings other than houses in which people live (including some that are temporary and movable).

Language

dwelling
barracks
camper
mobile home
house boat
tents
quonset hut
permanent
temporary

Activities

11. Teacher can:

- introduce picture cards of major furnishings or appliances that children can group under a heading for each room, or match with other items that belong in the same room;
- provide graph paper and help children make simple maps of a room at home, their classroom, or an imaginary room. Direct them to include furniture, windows, and doors;
- help children build a model house from cardboard boxes. Build bedrooms, living room, kitchen, bathroom, and furnish appropriately. Commercial miniature furniture or teacher/pupil-made pieces can be used (a commercial doll house is also suitable for this activity).

12. Teacher can provide pictures of farms, suburban housing, and city housing. Children can compare the open spaces of rural areas with the closeness of houses and apartments in urban/suburban settings.

13. Teacher can:

- provide pictures of other kinds of dwellings (e.g., campers, mobile homes, house boats, tents, quonset huts, barracks) to stimulate discussion and expose children to the idea that homes vary in many ways, and may be permanent or temporary, movable or stationary. Discussion should focus on who lives in these shelters and under what conditions;
- help children research and make a chart of homes that are permanent/temporary. Books and magazines borrowed from the library can become the core of a resource center for this classroom project.

Skill

14. Child will identify dwellings from varying parts of the world, and explain that in building shelters people often use materials that can be found nearby.

Language

terrain
chalet
thatched roof
igloo

15. Child will explain that the kind of shelter suitable for one climate is not suitable for another.

Language

climate

16. Child will name clothing as a necessity for all people.

Activities

14. Teacher can display pictures of houses from varied geographical areas (e.g., chalet on a wooded, snowy mountain; a thatched roof house in southeast; an igloo in Alaska). Ask children to observe carefully both the house and its surroundings. Encourage children to note (point out, if necessary) the relationship between the dwelling and the surrounding terrain (e.g., between the abundant shrubbery and trees in southeast Asia and the thatched roof; between the forest on the side of the mountain and the wooden chalet; between the barren icy land of Alaska and the igloo).

15. Teacher can:

- a. use the pictures from activity 14, asking children to note the differences among the shelters. List these on a chalk board. Ask children to tell which shelter would keep you warm in winter and cool in hot weather, and to speculate on whether they could live in an igloo in a tropical climate (or a thatched roof house in the ice and snow);
- b. suggest that children cut out or draw pictures of houses suitable for a variety of climatic conditions and prepare a class scrapbook or display.

16. Teacher can display pictures of people from many cultures dressed in representative costumes. As children observe pictures, the teacher can raise questions to help children understand that people in different parts of the world wear different kinds of clothing, but that all people wear some kind of clothing.

Skill

17. Child will select the appropriate clothing for different temperature, weather, and climatic conditions.

Language

temperature
weather
climatic condition
water-repellent

18. Child will select appropriate clothing for specific activities.

Activities

17. Teacher can:

- a. present pictures of children and adults in rain gear, snow suits, bathing suits, etc. Ask pupils for what kind of weather the people in the pictures are dressed. Class discussion should develop the understanding that clothing can protect us from the weather. In cold weather we need warm clothing, in wet weather we need water-repellent materials to keep us dry in hot weather we need lightweight, loose clothing to keep us cool;
- b. provide old magazines and store catalogues, and ask children to cut out clothing appropriate to different weather and climatic conditions. These can be arranged in individual scrapbooks or on a bulletin board under headings: Winter Wear, Summer Wear, Rain Wear;
- c. have available paper dolls or flannel board figures with clothing for varied weather conditions. The figures can be dressed appropriately for given conditions;
- d. ask children to bring in dolls which can be dressed for varied weather conditions. Doll clothing can be purchased or handmade.

18. Teacher can:

- a. initiate a discussion about what is considered appropriate clothing for specific activities. Ask, would you come to school in a bathing suit on a hot day? Would you wear your torn jeans and sneakers to a party (wedding, confirmation, bar mitzvah)? The possibility of different styles of clothing, and the idea that clothes can change your appearance, should be included in the discussion;

Skill

19. Child will list workers who wear special clothing for their jobs or professions (uniforms), and discuss the function of this special clothing (identification, physical protection, good appearance, cleanliness).

Language

uniform
protection
appearance
identification

Activities

- b. have children collect pictures of clothing for display, and group the pictures in (e.g., clothes for playing, clothes for school, clothes for parties, clothes for hiking, clothes for running). This activity can reinforce the concept of appropriate clothing for specific occasions;
- c. plan a listening activity. Preparing a cassette tape of sounds of various activities (e.g., children splashing in a pool, a heavy rainfall, disco music). Ask children to select appropriate clothing for each situation from a collection of pictures.

19. Teacher can:

- a. display a picture of a ball game. Ask children to identify the people who are wearing uniforms and tell what kind of work they do (e.g., players, referee or umpires, refreshment vendors, guards or policemen, firemen, members of the band, cheering squad);
- b. initiate further discussion by asking children how a ball game would be different if the players wore ordinary clothes instead of uniforms. Why do the vendors wear uniforms? The band? The police? Lead children to the understanding that uniforms help identify the workers (the players and their teams, the vendors, the police); help protect workers (knee pads, helmets, etc.); help improve appearance (band appears neat and lively); help workers appear clean (white coats);
- c. ask children to list other workers who wear uniforms and explain the need for the uniform (e.g., astronauts, doctors and nurses, ushers, waiters and waitresses);

Skill

20. Children will identify the clothing fabric as natural or manmade (synthetic).

Language

fabric
weave
yarn
spin
natural
synthetic
cotton
silk
wool
linen
acrylic
rayon
orlon
nylon
leather
suede
vinyl
knit

21. Child will name cotton as a plant used to make cloth for clothing. (At teacher's discretion, a brief study of wool, leather, and/or silk can also be undertaken.)

Activities

- d. have class collect pictures for a bulletin board display of people in various uniforms, and write or dictate captions for each picture.

20. Teacher can:

- a. initiate a discussion about what our clothes are made of and how it is produced. Work backwards from the clothing to the raw materials: clothing is cut and sewn from cloth (fabric); fabric is woven from yarn; yarn is spun from natural products (cotton, wool, silk, linen) or synthetic (man-made) products (rayon, nylon, orlon, acrylic). Note that some clothing is produced in other ways: from the skins of animals (leather, suede); from pressed sheets of synthics (vinyl raincoats); or knitted rather than woven;
- b. ask each child to bring to class an article of clothing bearing a fabric content label. Each label can be read and listed on a chart as Natural or Synthetic (man-made). Each child can draw a picture of his/her article of clothing and label it for classroom display (e.g., John's wool sweater, Maria's orlon mitten).

21. Teacher can:

- a. display a ball of cotton: surgical cotton, cotton batting, or raw cotton.* Ask children to feel the cotton ball and identify it. Explain that cotton must be picked (usually by machine), washed, and spun into yarn. Then the yarn is woven into cloth, and finally the cloth (fabric) is used to make clothing.

*Raw cotton can be obtained from the Cotton Grower's Association in Mississippi. The exact address can be found in Free Curriculum Materials, available from Educators Progress Service, Randolph, Wisconsin.

Skill

22. Child will define clothing factory as a place where fabric is made into clothing.

Language

factory
retailer

23. Child will compare the mass production system of a factory with the production of garments in the home.

Language

mass production
garment
manufacture
pattern
design
cutting

Activities

- b. provide film strips and pictures of the steps in cotton production from farm to clothing. Books, pictures, and film can be borrowed from the library to provide a classroom resource center.

22. Teacher can initiate discussion by asking children where they get new clothing. Some may have mothers or grandmothers who sew, but most will say that clothing is bought in stores. Lead them to recognize that clothes come to the retailer from a factory, where many items are produced at once.

23. Teacher can:

- a. help children draw comparisons between home-sewn and factory-made garments, leading to the conclusion that factory garments are mass produced. The steps in production are divided among many people, which is faster and more efficient than one person moving from step to step. In factories people work together. Each worker has a specific job and together they produce many garments. At home, one person is responsible for all the steps, and it takes as long to produce one garment as it does to manufacture many in a factory;
- b. arrange a trip to a small clothing factory, if possible. Prepare children to observe the many different jobs that are done there (e.g., sketching and designing, pattern making, cutting the fabric, sewing, delivery to stores);
- c. show a film or filmstrip about clothing manufacture. Provide books and picture kits (borrowed from the library) for a class resource center;
- d. provide a simple pattern for a rag doll or doll's clothing. Help children go through the steps of placing the pattern on fabric, cutting, and sewing. Produce the finished items as a culminating activity.

Working Together: Rules and Responsibilities

Skill

1. Child will explain that all people are governed by rules and must be responsible for their own behavior in order to live, work, play, and learn together. Rules protect our rights and give each of us a responsibility.

Language

rule
responsibility
behavior
courtesy

2. Child will review familiar rules for health and safety, living together, working, playing, and learning.

Activities

1. Teacher can:
 - a. ask children to list some of the places where it is important to follow rules (e.g., classroom, playground, home). On a chart, make a column for the places mentioned and have children suggest rules that belong in each column. Add these to the chart, leaving room to add new rules as children think of them;
 - b. display a picture of children in a school lunchroom. The children should note some children emptying trays into a large garbage pail and others waiting in line to be served. Ask class to describe what the children are doing; what rules they are following and why; and what might happen if the rules were not followed. Lead class to understand that rules often follow from simple acts of courtesy that are displayed when people care about others.
2. Teacher can display a picture of children (or adults) engaged in any activity in which rules are being followed (e.g., crossing a street, visiting a doctor or dentist, playing in the park, shopping, cooking). As children describe what is happening, ask them to name the "rule" that is being followed in the picture and tell why this rule is important. Children may also develop some new ones they think are necessary. (This activity can be repeated with many pictures representing varied situations.) Additional categories and rules can be added to the chart developed in activity 1.

Skill

3. Child will categorize rules according to their main purpose.

Language

safety
health
courtesy
fair play
respect

4. Child will develop rules for a particular situation and give reasons for them.

5. Child will differentiate between a rule and a law.

Language

rule
law
enforce
community
city
state
elect

6. Child will list some of the consequences of breaking rules or laws.

Activities

3. Teacher can have children examine the rules on their chart (activity 1, 2) and determine the main purpose of each rule (e.g., traffic rules or laws: safety; eating the right food and wearing appropriate clothing: health; rules of a game: fair play; holding a door: courtesy; not stealing: respecting rights and property of others). Children should conclude that rules are purposeful, and that well-designed rules protect people.

4. Teacher can introduce hypothetical situations (with appropriate pictures) and discuss with the children how they would behave. What is the appropriate behavior? What rules should you follow if you are in this situation?

5. Teacher can:

- a. display two pictures: one showing a police officer enforcing a law, and one showing a school or home play scene in which children are behaving in an orderly way. Through discussion, lead children to understand that the police officer is enforcing a community (city or state) rule, which is a law. These laws are made by people who are chosen (elected) to govern us and are enforced by government agencies (police, sanitation department, fire department, courts). Rules are made by the people who are directly affected by them. They are more personal;

- b. help children examine the rules they have developed and move those that can be considered laws to a separate list. Select areas such as traffic, littering, property rights, housing.

6. Teacher can collect stories and clippings about people who break rules or laws and the consequences to them and others. Children might discuss whether the rule was fair, whether the punishment was fair, and if the people involved in enforcing the rules were fair.

Learning to Use Simple Tools

One of the distinguishing features of human beings is that they can make and use tools. Children must become acquainted with the tools used in the home and school settings, and children with handicapping conditions should begin to master their use. The child must know what tools are, and should understand that their function and design (structure) must match if the tool is to be useful. A good example of matching form and function would be the common comb.

Skill

1. Child will develop the concept of a tool as an object developed by people to make it possible to do a particular job or to help do a job more quickly and accurately.

Language

tool
job
quickly
accurately

2. Child will learn that tools are needed to do important jobs.

Activities

1. Teacher can tear a sheet of paper into two parts. Ask children what would make the task easier, and how you might get the torn edges straighter. Accept such answers as: use a ruler, knife, pair of scissors. Devise similar jobs for which we ordinarily use tools to be done "by hand" by teacher or children (e.g., carry water to a plant, remove dust and paper from the floor). As children suggest the tools that could be used in each instance (e.g., watering can, broom) they will begin to conceptualize and define a tool.
2. Teacher can:
 - a. bring into the class adult workers in the community who use special tools on their jobs. Carpenters, policepersons, plumbers, homemakers, doctors, electricians, etc., can be invited to speak to the children and demonstrate (when possible) how they use the "tools of their trade";
 - b. ask the children what they want to do when they grow up. Identify and show pictures of tools that the children will have to learn to use if they are going to achieve their goals of adult occupations;

Skill

3. Child will match specific tasks with the necessary tools.

Activities

- c. show pictures of completed projects (e.g., a newly paved road, a freshly painted wooden frame house, a new car). Talk about the workers involved in the completion of these projects, and the tools and machines they used to complete their parts of the projects.

3. Teacher can:

- a. identify a general task (e.g., lifting) and bring in pictures of tools and machines that are necessary (e.g., buckets, forks, spoons, steam shovels, fork lifts);
- b. bring in things used to join other things together (e.g., nails, screws, staples, thread). Ask the children to identify and pick out the tools necessary to use these joiners (e.g., hammer, screwdriver, staple gun, needle, sewing machine);
- c. display a picture of children using tools for a particular activity (e.g., painting at an easel). Ask children to describe what is happening in the picture and what tools are being used (e.g., easel, paper, brushes, jars, paints);
- d. prepare individual work sheets (or a large chart for display) showing pictures of common tools familiar to the children (12-24). (Ask the children to name each tool and to tell what job it helps people do. Identify those tools that can be found in the classroom;
- e. ask children to find other tools in the classroom which are not included in the chart developed in activity b. Allow them to work in pairs, walking around the room and listing the tools they observe (e.g., chalk, pencils, pens, paper, board erasers, window poles). They can dictate their findings for a chart, Tools in Our Classroom.

Skill

4. Child will classify tools by their uses.

5. Child will demonstrate ability to use some simple tools.

Activities

4. Teacher can:

- a. select a tool such as a broom, and ask children to tell what kind of jobs people do with it. Lead the class to recognize the broad classification of cleaning tools. Ask children to list other tools that are used for cleaning. Develop several categories of tools in a similar manner (e.g., cutting tools, writing tools, eating tools). Prepare a chart with 3 or 4 category headings. Label each column, adding a representative picture. Using old magazines and catalogs, children can cut out pictures of tools to be pasted under each heading. Discuss placement of the pictures in the categories: the same item may appear in more than one column. Accept all reasonable responses (e.g., table knife is a cutting tool and an eating tool);
- b. help children use pictures of tools to make a collage of tools for a particular purpose (e.g., tools for building a house, tools for cooking, tools for the office).

5. Teacher can:

- a. set up several demonstration centers in the classroom where parents, school personnel, or capable children can be invited to demonstrate the use of a particular tool to small groups and then help each child in the group to use the tool. Children should move from one center to another, and should understand that the purpose of the demonstration center is to help them learn to use these tools, some of which may be new to them.

SkillActivitiesToolHow to Use

screwdriver

Start a 3/4" wood screw into a pine board. Demonstrator should use a screwdriver to move head of screw flush with board's surface.

ruler and pencil

Demonstrator should use a pencil to draw a 2" vertical line along one side of ruler. Then place ruler at right angles to the top of the line and draw a 4" line from left to right. Repeat at bottom of the vertical line. Finally, join the ends of the two 4" horizontal lines with another 2" vertical to produce a 2" x 4" rectangle.

can opener
(manual or electric)

Demonstrator should show that first the blade must pierce the can top, and then be turned (by hand or electricity) to open the can. Small cans of juice may be provided for each child to drink when he/she successfully opens the can;

- b. provide opportunities to instruct children in the use of tools in the classroom throughout the school day. Let them use the broom and dustpan, stapler, tape dispenser, scissors, arts and craft materials, etc. Success in manipulation of tools can be a source of pride and ego-building for children. They should understand that, as they get older they will become more proficient in the use of tools.

Skill

6. Child will demonstrate ability to care for and store tools properly.

7. Child will learn that tools are made from materials that are suited to the ways they function.

Activities

6. Teacher can:

- a. given explicit instruction in the use tools for the safety of the user and preservation of efficiency of the tools. Expect such procedures to be carried out on a daily basis. Paint brushes must be washed before they are put away; scissors should be handed to another person by the handle; mops, rags and sponges should be allowed to dry before being stored away; tools should be stored with sharp ends down;
- b. ask children to collect pictures of the varied chests, cabinets, and boxes in which tools are stored;
- c. help children construct different kinds of toolboxes from cardboard cartons or oak tag. These can be shaped and decorated appropriately, and labeled with each child's name. Children can cut out or draw pictures of tools to keep in the box: building tools (hammer, screwdriver, saw); office tools (pencils, erasers, clips, fasteners); sewing tools (needles, thread, tape measure, scissors).

7. The teacher can:

- a. ask the children to identify tools that must be made out of special materials to do their jobs properly (e.g., saws: blades of metal, handles of wood; hammers: heads of metal, handles of wood; toothbrushes: bristles of nylon, handles of plastic;
- b. ask the children to list tools that are often made from metal, wood, and plastic. Relate the strength of the material to the particular job the tool is designed to do;

Skill

8. Child will learn that as he/she matures, he/she will be able to use new and different tools.

9. Child will learn to make tools.

Activities

- c. ask children to think of tools made of the wrong materials (e.g., a cardboard hammer, a rubber saw, a straw water bucket, a stone pen, a paper fork) and explain why these tools couldn't work;
- d. bring in metal and plastic spoons and/or forks, metal and plastic pens, and plastic, wood, or metal buckets to show that some tools can do their jobs although made from different materials.

8. Teacher can:

- a. show pictures of tools that build things: hammers, saws, drills, pliers, rulers, right angles, screwdrivers, planes, etc. Ask children to identify those tools that they could use now, their older brothers or sisters can use, and those that their parents or other adults can use. The child should understand that as he/she gets older, tools of greater complexity will be easier to handle and manipulate;
- b. present the child with special tasks: carrying water, drawing a picture, fixing a puncture in a bicycle tire, changing a flat tire on an automobile, ironing clothes, building a house. As each task is presented, ask the class whether it needs to be accomplished by a child, a teenager, and/or an adult.

9. Teacher can:

- a. help the children make a simple box out of cardboard and tape;
- b. help the children make a simple funnel out of oak tag and tape and/or staples;
- c. help the children make a stirrer by sawing down a wooden dowel to a usable size and then sanding the rough edges with sandpaper;
- d. ask the children to list uses for their three new tools. Make a chart listing all the possibilities suggested.

Skill

10. Child will understand that tools have changed over time.

Activities

10. Teacher can:

a. show pictures of objects that have changed a great deal within the last fifty years or so (e.g., telephones, razors, phonographs, baby buggies, automobiles, washing machines, refrigerators, cameras, sewing machines);

b. review the concept of change and apply this to the study of tools. Remind children that tools used long ago have changed. A chart or xeroxed sheet can be prepared for each child with the headings:
Old Tools New Tools

Help children find pictures of new and old tools and appliances in magazines and catalogs and mount these in the appropriate columns;

c. show old silent movies from which children can pick out tools and machines their great-grandfathers or great-grandmothers might have used;

d. take the children on a field trip to a museum to see the tools of people that lived before them.

Learning about Holidays and Special Days

Holidays are days of celebration that reflect the beliefs, values, and traditions of our society. Besides recognized holidays, children celebrate special days of particular importance to them (e.g., a birthday, a wedding, a religious holiday, the first day of school).

Also holidays may:

1. be set aside by the government for leisure or recreation;
2. have a religious significance;
3. celebrate an historic event;
4. honor a hero or heroine of a country's past or present;
5. show respect for an ideal or a tradition;
6. have a patriotic meaning.

In addition to holidays and special days, sometimes special weeks are set aside to bring attention to important ideas and concerns that may have safety, health, educational, or social implications. Examples of these special weeks are: Fire Prevention Week (October); American Education Week (October); Childrens' Book Week (November); Childrens' Dental Week (February); Black History Week (February); Earth Week (April).

Some holidays occur during special seasons. The teacher can use this connection to heighten the childrens' interest and involvement. For example, Rosh Hashonah, Yom Kippur, Succoth, and Thanksgiving are all harvest holidays occurring in autumn; Chanukah and Christmas both occur in winter; Passover and Easter both are celebrated in the spring.

Other lesser important holidays and special days that may be exciting or interesting to the class, might include:

American Indian Day (celebrated on the fourth Friday in September). Our nation's first Americans, the Indians, can come to the class via pictures and artifacts. Mention might be made of their concern for preserving the land and wildlife.

United Nations Day (celebrated on October 24th). Many countries from all around the world belong to the United Nations. They have joined together to work for peace in the world and for a better life for all people.

Groundhog Day (observed on February 2nd). The groundhog spends the winter sleeping under the ground. On February 2nd, he is supposed to come out of his hole to look around on the surface. If the sun is shining and he can see his shadow, he then goes underground again to wait for six more weeks of winter to pass. If the day is cloudy and he can't see his shadow, he stays outside to wait for an early spring.

Valentine's Day (celebrated on February 14th), symbolized by hearts and flowers. On this day people may send greeting cards, candies, or flowers to persons for whom they have feelings of love or affection.

April Fools Day (observed on April 1st). This is the day that people play jokes on each other.

When talking about holidays, the teacher may find it useful to group the holidays into themes--e.g., People Important to the Birth and Growth of our Nation:

Martin Luther King, Jr.	Civil rights leader	January 15th
George Washington	Father of our country and first President of the United States	February 22nd
Abraham Lincoln	By a governmental decree, he freed the slaves and held the United States together as a union	February 12th
Susan B. Anthony	Fought for womens' right to vote and to participate fully in the rights and responsibilities due every American citizen	February 15th

Other themes might be developed by the teacher--e.g., Religious Days, Ethnic Recognition Days, Days Honoring Veterans and Soldiers Killed during Wartime, Days of Caring for Our Families and Loved Ones.

The New York City Board of Education has resolved to celebrate various ethnic heritage and culture weeks. The following list shows the months in which these weeks usually are observed. The exact dates will change from year to year.

October: Slavic Heritage and Culture Week
 November: Puerto Rican Heritage and Culture Week
 December: Japanese Heritage and Culture Week
 February: Black Heritage and Culture Week; Chinese Heritage and Culture Week
 March: Irish-American Heritage and Culture Week; Greek Heritage and Culture Week
 April: Pan-American Heritage and Culture Week; Jewish Heritage and Culture Week; Italian Heritage and Culture Week
 May: Scandinavian Heritage and Culture Week

At this social studies level, children need not learn about all of these cultural and ethnic groups. However, these celebrations can introduce the children, at an early stage of social and emotional development, to the idea that the world in general, and New York City in particular, is made up of many different people. Even a cursory investigation into the multi-cultural heritage of our city's residents presents children with the opportunity to discover, examine, and appreciate the contributions our native New Yorkers have made to our society. The children can begin to be aware that different groups of people may speak special languages or dialects, have different backgrounds (histories), and may have their own special ways of doing some things (customs).

If a majority of the children in class come from one or two ethnic minorities, it would be worthwhile to focus in on those ethnic and cultural weeks that represent them, in order to help children strengthen their self-identities; provide opportunities for students to develop a better sense of self; and to help children develop a positive identity with, and feeling for, their own ethnic and cultural group.

The Board of Education usually closes the schools on the following holidays: Rosh Hashanah, Yom Kippur, Columbus Day, Veterans' Day, Thanksgiving, Christmas, New Year's Day, Martin Luther King Jr. Day, Lincoln's Birthday, Washington's Birthday, Easter, and Memorial Day. Although it is not necessary for the children to have a deep understanding of any of these holidays, it is important for them to know why they are out of school on these days. They should know that people celebrate special days that they themselves might not recognize as important. They should know why a particular day or date is significant and which group or groups of people celebrate it. In addition, they may be taught that some holidays honor people they can look up to (heroes).

Teaching Resources

Books for Teachers

Anderson, Edna A. Living in Families (teachers edition). Silver Burdett, 1979.*

Arbuthnot, May Hill. The Arbuthnot Anthology of Children's Literature (3rd edition). Glenview, Ill.: Scott Foresman, 1971.

Harcourt, Brace, Javonovich. The Family (teachers edition). New York: Harcourt, Brace, Javonovich, 1980.*

Harcourt, Brace, Javonovich. The Neighborhood (teachers edition). New York: Harcourt, Brace, Javonovich, 1980.*

Books for Children

Cartwright, Sally. What's in a Map. New York: G.P. Putnam's Sons.

Epstein, Sam and Beryl. Take this Hammer. New York: Hawthorne Books

Liberty, Gene. The First Book of Tools. New York: Franklin Watts.

Pitt, Valerie. Let's Find Out about Clothes. New York: Franklin Watts.

Pitt, Valerie. Let's Find Out about the Family. New York: Franklin Watts.

Rinkoff, Barbara. A Map Is a Picture. New York: Thomas Y. Crowell.

Rockwell, Anne and Harlow. The Toolbox. New York: Macmillan.

Smith, Robert Paul. When I Am Big. New York: Harper and Row, 1965.

Filmstrips

First Things--What Do You Expect of Others (parts 1-3). Sound. Shows how children learn what kinds of behavior is expected of them. Guidance Associates.

School Manners. A mischievous boy journeys to a different planet, where he learns about courtesy and school behavior. Troll Associates.

* Teacher's editions of textbooks series designed for children in mainstream classes are excellent sources of ideas and materials, and can be used effectively even when the accompanying texts are not available or inappropriate for class distribution.

Shelter. Shows how climate dictates the type of shelter people need, and illustrates a variety of kinds of shelters (igloos, desert tents, huts, modern homes). Encyclopedia Britannica Educational Corp.

Records

All About Food. A fairy tale character tells stories about the sources of many foods. Educational Record Sales.

Commercial Materials

You and Your Family

Bowmar Noble

Lincoln's Birthday

Coronet Publishing

Valentine's Day

Washington's Birthday

Halloween

Thanksgiving

Christmas

**LIVING IN
NEIGHBORHOOD
COMMUNITIES**

THEME: LIVING IN NEIGHBORHOOD COMMUNITIES

The Scope and Sequence of Skill Areas that are specifically developed for this level includes the following:

Behavioral Skills (Affective)

- * Self Concept
- * Spatial Orientation
- * Personal Adjustment
- * Social Adjustment
- * Decision Making

Practical Skills (Cognitive)

- * Critical Thinking
- * Communication and Language
- * Locating and Gathering Information
- * Map and Globe
- * Interpreting Graphics
- * Time and Chronological Orientation
- * Career Education
- * Urban

The neighborhood is the place where a child grows up. It is the physical and psychological area in which the family exists, in which first friendships are made, in which the earliest independent explorations and adventures of the child take place. The neighborhood becomes a frame of reference that lasts a lifetime, shaping an individual's perception of how people live, work, play, and cooperate in the world.

In this Theme, the students begin with an examination of the function of a neighborhood. They discover that people who live in neighborhoods depend on each other for many things. When people group together it is possible for them to arrange for goods and services that cannot be provided by an individual or family alone. In neighborhoods, people find friendships and ways to spend their leisure time. The students look at the goods and services that are available to them in their neighborhoods. They also see that people living in each neighborhood in New York City are dependent on people who live in other neighborhoods throughout the city, country, and world.

Further, the students observe how neighborhoods change: how they grow or deteriorate; that it is the responsibility of all the residents of a neighborhood to care for and maintain the physical appearance and health of the neighborhood, as well as its safety and ability to work as a political unit.

For the student with a handicapping condition, the study of neighborhood is the first step in the development of independent life and survival skills. The student learns how and when to use the resource persons and places available on his/her home turf.

The student learns how to respect and practice the social graces and rules that enable people to live together peacefully. The student also learns to look in the neighborhood community for work and play options, and for role models that will help him/her move forward into independent adulthood.

Because students may travel to schools outside their own neighborhoods, it may not be possible for them to study the areas in which they actually live--not only because the teacher may be unable to take them on walking study trips through the neighborhood, but also because several different neighborhoods may be represented by students in the class. It is suggested that the teacher use the neighborhood in which the school is located as a laboratory for neighborhood study. This area is a common ground shared by all the children, though they may not live there. The students will be able to see that although their own neighborhoods are unique and special to them, all neighborhoods in New York City are alike in some ways. At the same time, the students are asked to go home to observe their own neighborhoods, and to bring their findings back to share with the others.

Teachers are encouraged to utilize a practical approach to the study of neighborhoods. Then children will not only observe and understand how their neighborhoods work, but also be able to function in them more fully. Teachers are urged to engage the students in many "how to" activities. For example, the students will discover how a fire station works, but should also know when and how to summon the help of fire fighters, how to prevent fires, and the dangers of false alarms. They should know how a hospital or clinic functions, what services are offered, and how to arrange for these services. This is a principle that should be used as a guideline by the inventive teacher who will provide additional activities to accomplish the goal.

Skills Development: Behavioral Skills (Affective)

Self Concept

- * Develops powers of observation
- * Sees self in relation to others and values others' perceptions of self
- * Defines personal objectives that are acceptable to society
- * Recognizes need to actualize own potentials

Spatial Orientation

- * Understands how street and road signs designate locations, and directions and give instructions
- * Describes the relationship of a given building to other important sites or locations in the immediate area
- * Describes (verbally and pictorially) how the streets, sidewalks, and crosswalks are laid out in his/her own neighborhood

Personal Adjustment

- * Adjusts behavior to fit rules and regulations of different social situations
- * Acts according to social rules in home, school, and work environments
- * Accepts responsibility for actions
- * Understands impact of own behavior on others
- * Organizes daily activities intelligently
- * Can attend to problems and tasks for increasing lengths of time

Social Adjustment

- * Understands the importance of being a member of a community
- * Understands that individuals and groups have problems that can be resolved
- * Makes and maintains friendships
- * Develops adequate coping skills of conduct and social interaction
- * Can compromise with others to resolve conflict
- * Performs assigned tasks in social and learning environment
- * Uses language appropriate to social setting
- * Understands that communities have rules that must be followed
- * Displays socially acceptable behavior to peers
- * Role-plays in group
- * Identifies with socially acceptable goals of society
- * Participates in competition
- * Respects the rights and properties of others

Decision-Making

- * Assesses and evaluates information
- * Lists and considers alternatives
- * Makes decisions requiring compromise
- * Participates in group decisions
- * Approaches decision-making as a positive challenge

Practical Skills (Cognitive)Critical Thinking

- * Makes inferences
- * Draws conclusions
- * Keeps to the point

Communication and Language

- * Uses oral language to express ideas, report observations, participate in discussions, and respond to questions
- * Uses written language to make lists, report information, and answer questions

Locating and Gathering Information

- * Interviews people for information
- * Begins to use a library for research
- * Visits a library regularly for enjoyment
- * Listens attentively for content

Map and Globe

- * Identifies cardinal directions
- * Traces routes and finds familiar places on a street map of the community

Interpreting Graphics

- * Classifies information from an illustration or chart
- * Makes comparisons and identifies patterns based on information from an illustration or chart
- * Makes inferences based on information from an illustration or chart

Time and Chronological Orientation

- * Develops and uses vocabulary of time expressions (e.g., being early, late, on time)
- * Can measure time in seconds, minutes, hours, days, weeks, months, years, decades, and centuries

Career Education

- * Investigates roles and responsibilities of workers in the community
- * Describes the interdependence of people in a community
- * Recognizes that working can provide both money and personal satisfaction

Urban Education

- * Uses the U.S. Mail service
- * Demonstrates basic consumer awareness
- * Follows simple instructions in oral and/or written form
- * Helps to keep neighborhood clean and liveable
- * Uses mass media (newspapers, television, radio) to obtain news and information important to own social environment

Key Concepts

1. A neighborhood is a geographical area in which people live, work, play and help each other obtain the goods and services they need and want.
2. New York City is made up of many different neighborhoods.
3. Every neighborhood benefits from and contributes to the city.
4. Every neighborhood is unique.
5. People who live in neighborhoods depend on each other.
6. People who live in neighborhoods follow rules that help them to get along.
7. Neighborhoods change.
8. People make decisions about their neighborhood.

Objectives

1. To understand the value and importance of living in a neighborhood;
2. To show how people in a neighborhood depend on each other;
3. To see one's self as a member of a neighborhood community;
4. To discover how a neighborhood provides the goods and services people need and want;
5. To see how neighborhoods are interdependent;
6. To be able to use the services provided by the neighborhood;
7. To understand how and why neighborhoods change;
8. To learn how people live in neighborhoods can participate in making decisions that will effect the neighborhood;
9. To understand the importance of obeying rules made by the people in a neighborhood;
10. To show how neighborhoods are unique in ethnic composition and in the services they offer to other neighborhoods;
11. To see how the city is composed of many different neighborhoods.

What is a Neighborhood?

Skill

1. Child will describe a neighborhood as a place where people live, work, play, learn, and help each other.

Language

neighborhood
live
work
play
learn
help

2. Child will name some of the important places in a neighborhood.

Language

house
store
school
library
supermarket
garage

Activities

1. Teacher can:

- a. ask the children to tell each other about the neighborhoods they live in. Have them describe things they like (or dislike) about their neighborhoods. Encourage them to tell about places or people (neighbors) in their neighborhoods that are especially important to them. Develop the idea that people live in different neighborhoods; that every neighborhood is special but all are alike in some ways;
- b. have children draw pictures of themselves in their neighborhoods. Write a simple sentence to explain what the picture illustrates and attach it to the picture (e.g., "Jane is going to the store").

2. Teacher can:

- a. help the children list the places in their neighborhoods they feel are important--stores, houses, health and community centers, library, museum, park, playground, etc. Write the words on cards, and have the children illustrate them. Have the children group the cards according to function --places where we live; learn; play; buy things;

SkillActivities

- b. help the children create an imaginary neighborhood on a large bulletin board. Ask the children to imagine that they will be building a brand new neighborhood. Help them make a plan for it. Let them list the types of dwellings, stores, recreational facilities, health and community centers, etc., they will want to include.

Have the children begin by drawing, cutting out, and stapling a "street" onto the board. Gradually, let them draw, cut out, and staple to the street, buildings or areas they would like in their neighborhood. Encourage them to think about how to make it a nicer place to live by adding trees and benches, or a safer place by adding street signs and lights. Help them think about how people will travel, and fill the streets with cars, buses, and bikes. This project is designed to extend over a period of several weeks. Encourage the children to work on their pictures whenever they have finished work early or have free time;

- c. let the children make a 3-dimensional model neighborhood. Use a large sheet of corrugated cardboard as a base. Have the children plan blocks and streets. Let them cut, paste, and color, to make buildings and areas out of small boxes (e.g., cereal boxes) scraps of fabric, pipe cleaners, paper-mache, or other available supplies;
- d. take the children on a walk around the school neighborhood. Bring along a camera (if available) and have the children photograph important places in the neighborhood. Have them compare these places to similar places in their own neighborhoods.

When the pictures are developed, let the children dictate their observations about them. Use their ideas and the pictures to create a photo-essay.

Skill

3. Child will describe some of the different activities that take place in a neighborhood

Language

live
play
shop
visit
eat
work
ride

Activities

3. Teacher can:

- a. ask the children to keep a record of what they do in their neighborhoods after school and on weekends for one week. On a chart with a space for each day, help the children record their statements. The result will be a daily language experience chart. At the end of the week make a class list called "Things Children Do in Their Neighborhoods";
- b. help the children devise a questionnaire about what people do in their neighborhoods. Let the children compile a list of possible neighborhood activities based on their own observations and experiences. The list will include such activities as shopping, working, visiting the doctor, eating out, playing baseball, etc. (nonreaders also can use this form if each activity is coded with a picture symbol). Let the children use their questionnaires to survey parents, friends, neighbors, relatives. When the questionnaires have been returned, use them to make a picture graph showing what kinds of activities are done most often,
- c. take the children on a walk in the school neighborhood. Bring along a tape recorder and a camera (if available). Have the children make an oral and photographic record of the activities they observe.

Skill

4. Child will demonstrate that people of all ages live in neighborhoods and have unique roles, interests, and ways of contributing to the neighborhood.

Language

baby
child
grown-up
adult
old person
young
man
woman
team
club
group
friend

Activities

4. Teacher can:

- a. show pictures of people at different stages of life from infancy to old age, and have the children name each picture. Make word cards for each (baby, child, teenager, grown-up, senior citizen, etc.). Ask the children if they know people like these who live in their neighborhoods. Let the children discuss what people at each stage of life might do. Record representative conversations as language experience stories.

This is a baby.

Grownups take care of babies.

Babies eat and sleep and grow.

Babies make us laugh.

This is a grownup woman.

She could be a mother.

She could be a teacher.

She could be a doctor.

Grownup women live in our neighborhood.

Have the children illustrate each story with drawings or pictures cut from magazines;

- b. help the children make a directory of places in their own (or the school's) neighborhood that are of special interest to young people their age. Have them collect data including the name, purpose, location, and (where possible) phone number of each place. Children can classify the places according to purpose (e.g., places where children learn, play, shop). Encourage the children to list places of genuine interest to them--bowling alleys, movie theaters, candy stores, etc. When data is complete, classified, and alphabetized, have it copied neatly (by a child, parent, or teacher) onto a xeroxgraph stencil and run off copies of a "Yellow Pages for Young People";

Skill

5. Child will explain that people like to live together in neighborhoods because they can depend on one another to fill needs and wants.

Language

depend
need
want
important

Activities

- c. encourage the children to look for ways that they, as young people, can help their neighborhoods and the people in them. Have them look for ways that young people can make contributions to families, teams, clubs, religious groups, friendship circles, and people of other age groups. Have them find ways that young people can help keep the neighborhood clean, safe, and attractive.

Let the children choose a class project that will benefit others in the neighborhood. They might help clean up a park or playground, make playthings for children in hospitals, plant flowers in the school garden. The children also will benefit from such a project because it will promote a sense of self-worth and community membership.

5. Teacher can:

- a. develop the concept that all people have certain needs that must be met in order to live (physical and psychological), and wants that make life more enjoyable. When people live together in neighborhoods they can help each other get things they need and want.

In discussion, ask the children to name things they need and things they want. To help the children establish a sense of values, ask them "Which is more important" questions: "Which is more important to have: food or new skates?" Which is a need and which is a want? Ask them to explain why. Bring the discussion back to the neighborhood by asking the children to tell how their needs and wants are met. Help them conclude that they depend on people in the neighborhood and that when they grow up others will depend on them;

Skill

Activities

- b. divide a large (poster-size) piece of oak tag into two columns. Call the lefthand column What We Need and Want. Have the children give examples of things they need and want: food, clothing, a home, friends, love, etc. Illustrate each word with a picture cut out (by teacher or children) from a magazine. Call the right column What Our Neighborhood Gives Us. Have the children draw or cut out pictures to show the places and people involved in satisfying needs and wants;
- c. have the children take turns role-playing the parts of a person seeking to satisfy a need or want and the person(s) in a neighborhood who might be able to help. Before the actual role-playing session, pose a problem such as: "Where could a boy or girl who needs to eat go in your neighborhood?" Let the children propose alternatives: the child could go home, to a restaurant, to a grocery, to a bodega. The way in which the child asks for and receives what he or she needs in each neighborhood place will be revealed in the role play. Encourage the children to practice asking clear questions, using good manners, and using behavior appropriate to each location;
- d. present pictures of homes, schools, and play places in city, suburban, and rural areas. Ask the children to name and compare each. Have them study simplified maps to answer questions:
 - How do children in each end of the neighborhood go to school?
 - Where do they play?
 - What do they like to do?
 - What kinds of chores do they do?

Skill

6. Child will conclude that city, suburban, and rural neighborhoods produce different kinds of goods and services.

Language

city
suburb
suburban
rural
farm

7. Child will understand that people live in different kinds of neighborhoods all over the world.

Language

foreign
country
language

Activities

6. Teacher can ask the children why milk is not produced in their neighborhood. Encourage them to verbalize that in city neighborhoods people live close together and there isn't much open space. What kinds of products and services come from city neighborhoods that are used in the country? Compare both to suburban neighborhoods. Why do people live in each kind of neighborhood? Make a chart showing advantages and disadvantages of each.

7. Teacher can:

- a. invite people (including class members) who have lived in other parts of the country or world to visit the class. Ask them to tell the children about life in a neighborhood in that place. Have them focus on the kinds of activities and institutions of greatest interest to children --homes, schools, stores, play places, etc. If the visitor has slides of his or her neighborhood, arrange for them to be shown to the children. If not, try to show a film or filmstrip that will help the children visualize the foreign place.

After the visit, help the children compare neighborhoods they have heard about to their own. How are they similar? How are they different?

- b. have the children make a collection of neighborhood artifacts from other places. They might collect toys or kitchen utensils or school paraphernalia from other countries;
- c. show the children magazines from other countries (these are available in foreign bookstores or at many city newsstands). Let the children look through them to find pictures of neighborhoods in other countries. Let them draw parallels between their own and the foreign neighborhoods. Encourage them to keep these pictures in a scrapbook that is captioned with language experience sentences or stories about the pictures.

People in Neighborhoods Depend on One Another

Skill

1. Child will explore how people in a neighborhood provide services that are needed by others.

Language

helping services
health care
beauty care
child care
recreation
sales services
salesperson
food
clothing
furniture
household goods
learning services
library
museum
community center
recreation services
gym
hobby
club
team
group
safety services
police
fire fighter
inspector
travel and communication services
bus
train
subway
cab
operator
telephone
mail
post office

Activities

1. Teacher can:

- a. explain that things that are done by people to help other people are called services. Ask the children to list the ways in which other people provide services to them. They will find that people provide services that:
 1. help others take care of themselves (health services, social services, beauty services, child care services, recreation services, etc.);
 2. help others get the things they need and want (sales services in food, clothing, furniture, household goods, etc.);
 3. help others learn (in schools, libraries, museums, community centers, etc.);
 4. help others live safely (police, fire fighters, building and restaurant inspectors, etc.);
 5. help others travel and communicate (bus drivers, cab drivers, telephone operators, mail handlers, etc.);
 6. help others enjoy their leisure time (sports coaches, hobby instructors, life guards, disc jockeys, etc.).

Have the children find pictures of people doing jobs in each area. Use the pictures to make a bulletin board, scrapbook, or collage;

- b. show the children pictures of people working at service jobs. Have the children explain what job is being done, what the title of the worker is, and when and where the job is needed;

Skill

2. Child will name health care institutions in his or her neighborhood and describe how they are used.

Language

health care
 sick
 well
 appointment
 checkup
 hospital
 clinic
 health center
 office
 waiting room
 admissions desk
 examining room
 doctor
 nurse
 paramedic
 dentist
 dental assistant
 nutritionist
 social worker
 psychologist
 optometrist

Activities

- c. help the children make a list of services they could offer the school. Have them develop a flyer to advertise their services. Encourage them to become involved in such school jobs as office monitor, delivery person for office or cafeteria, yard monitor for younger classes, eraser cleaning, etc. Stress that the quality performance of these service jobs helps them to be valued members of the school community. Schools can show appreciation by awarding service certificates to the children at the end of the year.

2. Teacher can:

- a. present pictures of workers who help people maintain good health: doctors, nurses, paramedics, dentists, nutritionists, social workers, psychologists, optometrists, etc. Ask the children to explain where in the neighborhood each might work.

Have the children describe the services provided by each. Use the pictures to make a bulletin board display. Accompany each picture with a language experience story explaining how each health care worker helps children;

- b. ask the children to tell the class where they go to receive health care services. On a map of the neighborhood, mark the locations of the hospitals, clinics, health centers, or social welfare centers to which, children go for care. Have the children discuss how they travel from school or home to the health care facility. Have them make a chart listing procedures for:
1. finding the phone number of a health care facility;
 2. telephoning the facility to ask for help or to make an appointment;
 3. traveling to an appointment and arriving on time.

Skill

3. Child will describe ways in which neighborhoods are concerned with the safety of the people in them.

Language

safe
safety
street signs
walk
don't walk
stop
one way
yield
red light
green light
exit
fence
sanitation
alarm
emergency
false alarm

Activities

3. Teacher can:

- a. take the children on a walking tour of the neighborhood. Have them bring a camera. Ask them to look for ways in which the safety of people who live in or travel a neighborhood is protected.

Help them observe and document:

1. street signs that give directions to motorists and pedestrians;
2. fences that keep people out of dangerous places or keep danger away from people at work or play;
3. sanitation practices that keep neighborhoods free of dangerous materials and disease-carrying wastes;
4. alarm systems that protect people from fire and assault;
5. persons involved in the safety of people in the neighborhood;

- b. help the children compile a list of phone numbers to call in the event of a health safety emergency. These should include police, fire, hospital, poison control, mental health help lines, etc.

Help the children practice making phone calls for emergency help by using toy telephones and/or role-playing techniques. Stress the danger of calling in false alarms;

1. explaining a problem to a health case worker;
2. following a health care routine;

- c. Visit a local health care facility with the class. Let the children look at and discover the function of the admissions desk, waiting room, examining room, office. Let them examine and touch some of the tools a health care professional uses: stethoscope, tongue depressor, dental mirrors, etc.

Skill

4. Child will name and describe procedures for using the various means of transportation and communication available in the neighborhood.

Language

transportation
public transportation
bus route
bus stop
subway station
subway map
tracks
schedule
walking
bicycle
helicopter
plane

Activities

If possible, arrange for the children to speak to a health care professional while visiting. Ask him/her to describe the kind of procedures that are experienced routinely during a medical or dental checkup. Let the children ask questions about things that concern them;

- d. discuss with the children when it is appropriate and necessary to seek health care. Have them make or read a premade chart telling what kind of care is specified for common symptoms;
- e. teach the children to read a simple illustrated first aid chart. Help them with basic first aid techniques to care for cuts and bruises.
- f. Review with the children rules for crossing streets, playing safely, not talking to strangers, staying away from dangerous locations. Have them compose a short play about safety. Encourage them to present their play to a younger class in school (special education or mainstream).

4. Teacher can:

- a. give the children problems concerning transportation and communication to solve;

Judy forgot to bring her homework assignment home with her. Her friend Harry never forgets. How can Judy get the homework assignment from Harry?

Eric needs to visit his social worker after school. His social worker's office is ten blocks from school. How can he travel there?

Bridget has a broken leg. She has to get to the doctor in a hurry. Her parents don't have a car. What should she do to get to the hospital?

Skill

jet
communication
telephone
telegraph
communications satellite
television
radio
newspaper
advertisement
body language
facial expression

Activities

- b. have the children make a list of the bus and/or train lines that service their neighborhoods. Let them mark the routes of these lines in their areas (New York City transportation maps are available from the New York City Transit Authority. See source list included at end of this level. Individual subway maps usually can be obtained at subway change booths);
- c. teach the children procedures for using a bus, a subway train, a telephone, the services of the post office. Take a trip using public transportation (obtain free passes available to public school classes, and alert the principal and/or supervisor of your plans). Call Transit Information (330-1234) for travel instructions to your destination (e.g., museum). Mail a letter and a package to someone known to all the children;
- d. have the children explore special means of transportation and communication used by handicapped people. Make them aware of provisions for the handicapped that are becoming part of our daily environment: building ramps, braille menus, clicking "Don't Walk" signs, kneeling buses. Let them think of additional adjustments that could help handicapped people (e.g., textured money, light-flashing alarm clocks, etc.);
- e. ask the children to list all the different ways they can find out about the news; travel directions; a department store sale;
- f. have the children cut pictures of people from magazines and try to determine how the people feel by observing their faces and posture: let the children do pantomimes of feelings to communicate them to other children;

Skill

5. Child will name places in the neighborhood where people go to learn.

Language

learn
learning
learner
school
teacher
museum
guide
music school
music teacher
musician
team
coach
instructor
after-school center
camp
counselor
group leader
hobby
skill
religious school
rabbi
minister
preacher

Activities

- g. help the children write to NASA (in Washington, D.C.) to find out about communications by telephone, telegraph, television, radio;
- h. take the children on a field trip to a television station to see a show being taped (call ahead to arrange a guided tour);
5. Teacher can:
- a. ask the children to speculate where they would go to learn each subject if all schools were suddenly closed. Let them find places where they could go to learn:
- to read and write;
to work with numbers and sums of money;
science;
social studies;
sports;
music;
to do a job;
- b. visit a museum in conjunction with the study of neighborhoods (the Museum of the City of New York and the New York Historical Society are excellent sources of information about local neighborhoods). Have the children make a plan for getting specific information about their neighborhood or a neighborhood that interests them;
- c. help the children make a Learning Directory describing where children their age can go to learn specific skills or to get help that will reinforce what they are learning in school. The directory should include a list of resource people (librarians, coaches at the Boys Club, Scout leaders, religious leaders, etc.) who have helped them and would be willing to help other young people.

Skill

6. Child will examine his/her use of leisure time to discover what kinds of recreational facilities are available in the neighborhood.

Language

leisure
free time
recreation
vacation
play
game
activity
playground
ball court
field

Activities

6. Teacher can:
 - a. ask each child to tell the others what he/she likes to do in free time. Develop a list of leisure time activities (other than televiewing) that the children like to do. Have children tell one another where they go to play, study, or socialize, and make a list of recreational facilities they use. Encourage children who are involved in such activities to invite noninvolved classmates to visit a facility or group meeting (it is prudent to inform parents of hopes for sharing after-school activities);
 - b. introduce children to hobbies. Make materials available in the classroom and encourage the children to use free time to work on hobbies. Help the children discover groups of others involved in their hobbies in the school, or in a church, synagogue, or community center;
 - c. give the children recreational and gym equipment catalogues (often available in schools) to look through. Ask them to cut out pictures of play equipment they know, and group the pictures according to the places where they are used. Have the children make scrapbooks or single-string mobiles showing equipment used in basketball, football, baseball courts; in parks, at the beach, in other recreational locations;
 - d. help the children make plans for using their leisure time. Provide them with rexographed calendars and show them how to record afterschool appointments and activities. Ask them to name three new things they might like to try;

SkillActivities

- e. discuss the advantages of becoming involved in such neighborhood leisure time activities as clubs, hobby groups, sports groups, etc. Help the children learn how to become involved by joining and planning to attend meetings. Help them practice the social skills they will need.

Encourage the children to discuss the advantages of becoming involved in neighborhood activities over television watching and "hanging out." Help the children understand that most people make and meet with friends through social groups and interest group meetings in the neighborhood;

- f. encourage children to discover what they learn from the mass media: television, radio, films. Ask them to:
 - 1. give an oral review of a television program;
 - 2. discuss current controversies relating to the media (e.g., do children learn violence from television?);
 - 3. debate whether children's television time should be limited;
 - 4. choose a T.V. hero/heroine and explain why they admire this person.

This Is My Neighborhood

Skill

1. Child will name the neighborhood he/she lives in, and state that it is part of a borough in New York City.

Language

neighborhood name
borough
New York City
address

Activities

1. Teacher can:
 - a. help the children find the names of their neighborhoods by:
 1. finding their homes on local maps that give the names of neighborhoods;
 2. finding the neighborhood name in the names of stores, schools, community centers, churches, synagogues, etc.;
 3. showing that the neighborhood name may be a part of the address (e.g., Flatbush, Corona, Riverdale, etc.).

This activity will help those who already know the names of their neighborhood to locate their home area within the city. Those who did not know their neighborhood names will learn them. The activity also will teach skills that will be useful as the children begin to travel;

- b. post a map of the local area on a bulletin board. Ask the children to bring in photos or draw pictures of themselves. Put the children's pictures over the neighborhood from which they come. Find out which children live in the same neighborhoods;
- c. if possible, ask the school bus driver to visit the class. Have the children trace the route the bus takes every day going to and from school. Ask the children to name all the neighborhoods they pass through. Encourage the children to look for clues to neighborhood names as they travel to school each day;

Skill

2. Child will describe places of interest in his/her own neighborhood.

Language

interest
historical site
travel poster
brochure
guided tour
walking tour
route
pen pal
friendly letter

Activities

- d. have the children bring in and study the addresses of friends and relatives who live in different New York City neighborhoods. Find their neighborhoods on New York City maps. Help each child identify the borough in which he/she lives. Have the children make a chart showing their neighborhoods in relation to their borough and the city.

2. Teacher can:

- a. ask the children to look for places of special interest to themselves and others in their neighborhoods. Find or draw pictures of these places (the children and teacher can collect photographs of museums, parks, famous buildings, or historical sites). Have the children use these pictures (and others they draw) to make "travel posters," inviting visitors to the city to come to see their neighborhoods. A variation: if the children have collected a number of pictures, they may wish to make a "travel brochure." Help the children write blurbs describing their neighborhoods for their brochures;
- b. have the children produce a taped guided tour of their own (or the school's) neighborhood on a tape cassette that can be carried on a walking tour or loaned to parents, friends, teachers, other classes, or anyone interested in learning about the neighborhood.

Have the children work in these stages:

1. choose about 10 interesting sites in the neighborhood;
2. locate and mark the sites on a street map of the neighborhood. Trace a comfortable, logical, and safe walking route that passes all the sites;

SkillActivities

3. find out as much as possible about each site. Do this by pooling the children's fund of general information, interviewing neighborhood people and/or parents, or finding and reading brochures or books about famous places;
 4. plan the talk for taping by making an outline or by preparing index cards with information about each site;
 5. make the tape. Allow each child to take a turn talking. Between sites, be sure to give directions for walking from place to place;
 6. test the tape by taking a tour. Smooth out any "bugs";
 7. if desired by the children, have copies made (this can be done with two cassette machines). Let each child have a copy;
 8. Prepare a map to accompany the tour. Run off xeroxgraph copies;
 9. Distribute "advertisements," for the tour to families and friends.
- c. help the children write a letter to a real or imaginary pen pal describing a favorite place in the neighborhood. Have the children describe the purpose of the place, its location, and why it is special. This can be a class experience, with the proper "friendly letter" form displayed on the board and copied by the children. Those who are able might choose to write individual letters to friends (using proper letter form).

Skill

3. Child will explore the places from which people who live in the neighborhood came and discover why they moved to this neighborhood.

Language

ancestors
settle
evidence
questionnaire
bar graph
ethnic group
festival
celebration

Activities

3. Teacher can:

- a. have the children interview their parents and/or neighbors to find out where they or their ancestors came from and why they settled in this neighborhood.

Develop the idea that some people choose to live in a neighborhood because they like the way it looks, or because, they can find good housing, people they know, schools, and/or places for their children to play. Others choose a neighborhood because friends and family are already living there, or because rents are less expensive or housing more affordable.

Have the children share their findings in a class discussion. Ask them to decide which they think are the best reasons for choosing to live in a neighborhood, and have them explain why;

- b. take the children on a walking tour of the neighborhood around the school, and ask them to look for clues that show where the people who live there came from originally. Direct their attention to the kinds of stores they see, the kinds of food sold on the streets, the languages of street signs, the clothing people are wearing. Having the children take pictures and prepare a photo-essay;
- c. help the children list reasons why people move to a neighborhood. Help them prepare a questionnaire, on which people can indicate three factors that helped them decide to live in their neighborhood. When the questionnaire is returned, children can make a picture or bar graph showing which reasons are given most often;

Skill

4. Child will examine some of the ways in which people earn a living in their neighborhoods.

Language

earn
work
worker
job
earn a living
industry
factory
office building
department store
job training

Activities

- d. initiate a discussion of the neighborhood's ethnic festivals and holidays. Help children determine who is celebrating and why. Have the children bring in (or prepare) representative ethnic foods.

4. Teacher can:

- a. set up a brainstorming session in which the children can name many jobs done in their neighborhoods. Then classify (group) the jobs according to function. Let the children conclude that the kinds of jobs people do in their neighborhoods provide certain services (e.g., health care, education, recreation, sanitation, protection, sales assistance, food production, etc.) and certain goods (e.g., baked goods, foods, automobile parts, tools, equipment, manufactured items, etc.);
- b. invite people who work in the neighborhood to visit the class. Have them speak to the children about where they work, the kind of work they do, and how they feel about working in the neighborhood;
- c. determine if whether there is a large factory or other industry employing many people in the school neighborhood. If possible, have children visit such a site. Have them look for different kinds of jobs people do there, and find out what kind of training is required for each job. Help them imagine what it is like to do a job like this. Ask them how they would feel about working in this neighborhood;

Skill

5. Child will explore some of the ways in which their neighborhoods make New York City a better place to live.

Language

history
historical event
pamphlet

Activities

- d. help the children investigate some of the ways that they can earn money in their neighborhoods. Help them find out how to get a paper route, a delivery job, baby sitting jobs, etc.

Use this opportunity to help the children become aware of the basic social and practical skills they will need to become workers.

5. Teacher can:

- a. help the children explore the roles their neighborhoods have played in the history of New York City. Help them use the public library, museums, historical society, the Chamber of Commerce, or a knowledgeable resource person to find out:
1. when and how the neighborhood was founded;
 2. who its first residents were;
 3. what buildings were built first;
 4. who has lived in the neighborhood through the years;
 5. what important historical events have taken place in the neighborhood;
 6. what important or famous people have lived in the neighborhood;
 7. whether any buildings or parts of the neighborhood have been granted landmark status, and what this designation means.

Use the information to create a chart or pamphlet about the contributions of the neighborhood;

- b. look through a local newspaper (e.g., Village Voice, Our Town, Wisdom's Child) with the children to find out what kinds of events, goods, and services are available in the neighborhood that might be of interest to people who live outside it;

Skill

Activities

- c. have the children examine a major industry or service in the neighborhood. Help them realize how other New Yorkers benefit from the work that is being done in their neighborhood.

Neighborhoods ChangeSkill

1. Child will name different kinds of changes that occur in all neighborhoods.

Language

change
repair
construction
style
condition

Activities

1. Teacher can:

- a. discuss neighborhood changes with the children. Ask them what kinds of changes they have observed in their own neighborhoods recently-- buildings being torn down, new construction begun, old buildings repaired? Has the winter weather caused potholes in the street? Have people planted trees and flowers? Have old friends and neighbors moved out, and new people moved in?

Ask the children to consider why such changes take place, how they take place, and how they might change other things in the neighborhood;

- b. show children comparative photographs taken of the same location, but years apart. If possible, the location should be familiar to the children so they can compare it to the site they know today. Have the children list the things that have changed: buildings, styles of automobiles and clothing, condition of the streets, size and condition of trees, etc.;
- c. encourage the children to make a collection of old things: old toys, household utensils, clothing, tools, and other objects of interest to them. If they can, have them bring samples of contemporary objects which have the same use in order to compare the old and the new to see the changes.

Skill

2. Child will find evidence of physical changes in his/her own neighborhood.

Language

diorama
record
compare
site

Activities

2. Teacher can:

- a. ask the children to recall changes that have taken place in their neighborhoods during their lifetime. Have them describe these changes: a building has been torn down, a school built, a favorite tree has died and been removed.

Have the children express their memories of neighborhood changes they have experienced personally by making "before-and-after" dioramas. Let them work in cartons big enough to divide in half (a large shoe box might be adequate, but a small carton is better). On one side have the children show what the neighborhood place looked like before it changed. On the other side have them show what it looked like after it changed. Children who do not have the dexterity to work on dioramas might do before-and-after drawings;

- b. on a walking trip through the school neighborhood, have the children notice places in which change is in process. Keep a written record of the site, detailing what is happening there and the date of the visit. If a camera is available, take a picture of the site. Have the children return to the site once a week to document the change. When the project is completed (or when it becomes desirable to conclude the study), have the children collect the written records and photographs and assemble a scrapbook or photo essay.

Skill

3. Child will observe how people who live in a neighborhood change.

Language

time line
population map

Activities

The children may want to share their project with others in the community. If they have been documenting the building of an office building, apartment house, store, or factory, they can offer their work to those in charge for examination. If they are documenting a community project, they might offer to share their work with community leaders who would value such a record;

- c. encourage the children to discuss the positive and negative aspects of a change in their neighborhood. Why is a change good or bad? Who will it help? Who might it harm? Why is it taking place?

3. Teacher can:

- a. have the children bring in old pictures of themselves and their families to illustrate how they and their family members have changed since the pictures were taken. Lead them to conclude that people grow older, they grow bigger, they may gain or lose weight, they may change the color of their hair, their hair style, their way of dressing. Use the old photographs, along with some recent ones, to make an illustrated time line. Staple a long piece of yarn or a strip of paper across the width of a bulletin board. Mark off each year that has passed in the lifetime of the oldest child in the class. Place the children's picture on the board in the approximate time period. If old pictures of important events, cars, clothing styles, buildings, etc., are available, you may want to use them to make a "mini-collage" at each time frame;

Skill

4. Child will observe how neighborhoods grow when resources or industries attract new residents.

Language

imaginary
location
industry
factory
transportation
railroad
highway
waterway
department store
customer
worker
residence
resident

Activities

- b. provide opportunities for the children to share stories about moving. Have them tell the others what it feels like to leave an old neighborhood and be a new child in a new neighborhood. Let them talk about how they felt when people they liked (or disliked) moved away.

Help the children write short stories or poems about feelings of leaving a neighborhood and feelings of coming to a new one, or about feelings of losing someone they will miss. (Begin by having them list feeling words that are appropriate to these situations);

- c. show the children a simple population map that reflects the growth of population in a neighborhood. Teach the children how to interpret the map, and help them draw conclusions about the ways in which the influx of people into a neighborhood can change it.

4. Teacher can:

- a. present two maps of a real or imaginary neighborhood at two stages of its development. One picture will show a new neighborhood with a few houses situated in an advantageous location near water and rail and highway transportation. The second map will show the same neighborhood a few years later, when a large factory has been built and many more houses have been added. Have the children interpret the maps and speculate about why the neighborhood grew so quickly. Lead them to conclude that neighborhoods grow in places where industries can easily get the materials and transportation they need, thus creating jobs for workers who move into the neighborhoods;

Skill

5. Child will observe how a neighborhood decays when it is not properly cared for.

Language

decay
rundown
maintenance
upkeep

Activities

- b. play a game with the class in which the children are asked to pretend that they want to open a big department store. Where will they put it? Give the children "game pieces" (house symbols) cut out of colored construction paper, about one inch in size. The "game board" is a square of corrugated cardboard about two feet square, with blocks marked off. Let the children put their department store on one of the blocks. Help them build a neighborhood around it, providing houses for customers and workers and then providing all the services the people will need.

5. Teacher can:

- a. show the children two pictures of a neighborhood. In one, the neighborhood is new: the streets are clean, the buildings are well cared for. In the other, there is trash in the streets and the buildings show signs of wear, with peeling paint and graffiti. Ask the children to explain what has happened to the neighborhood. Why do they think this kind of thing happens? What could people have done to prevent this? What can happen to this neighborhood now?
- b. ask the children to take walks in their home neighborhoods looking for signs of decay. Have them share their findings with the class. Ask them to make suggestions about what might be done to stop or reverse the decay of their neighborhoods;

Skill

6. Child will discover how people can participate in making decisions about their neighborhoods

Language

decision
responsibility
government
block association
citizen
representative

Activities

- c. arrange for the children to interview the school principal or custodian to find out how good repair of the school is maintained. Help children prepare questions in advance: what kind of routine maintenance must be done; who does it; what kinds of larger projects must be undertaken for the building to remain clean and well kept; who is responsible for the care of the building; how is maintenance is financed?
 - d. take the class to look at a part of the school that is somewhat run down. Have the children make a list of things that need to be done. If it is possible for the children to contribute to the restoration of this part of the building, ask the principal if the class might undertake the project (e.g., help clean up a school garden or clean and straighten up a supply room).
6. Teacher can:
- a. have the children focus on one of the decayed areas they found in their prior study. Ask them to make suggestions about how this area could be improved. List the ideas the ways in which the improvements could be carried out (e.g., an empty lot full of garbage could be cleaned up by a contractor, by a group of scouts, by a group of volunteers in the community; or the people in the neighborhood could find the owner and ask him/her to clean the lot);
 - b. discuss the question of responsibility with the children. Who should be responsible for cleaning and maintaining the neighborhood? Use the discussion as motivation to introduce the structure and function of neighborhood government. Ask the children what part individual citizens can or should play;

SkillActivities

- c. invite a representative from a local block association to come to class to speak to the children. Ask him/her to explain how the block association started, who belongs to it, and how it works to better the conditions in the neighborhood. The representative might also explain the procedures citizens can follow to get action on a neighborhood problem;
- d. help the children write a letter to a representative of the neighborhood about a local problem (e.g., finding places to play, poor sanitation, a broken street light, a street sign that is missing);
- e. hold problem-solving discussions with the children. Present problems and have the children talk about the solutions they suggest.
 - 1. The city wants to build an expressway through the center of your neighborhood. Many houses and stores will have to be taken down or moved. Those that remain would be affected by the noise and fumes of the expressway. What alternatives do the people in the neighborhood have?
 - 2. The kids in the neighborhood play ball in an empty lot. This is the only place there is to play, except for the street. A company wants to buy the land to build a factory. The factory will bring many new jobs for people who live in the neighborhood.

Skill

7. Child will explain how rules help people live together in neighborhoods.

Language

rules
responsible
vote
enforced
security guard
crossing guard
block patrol
parking attendant
judge
lawyer

Activities

3. There was a fire in your neighborhood and a whole building was left burnt out. The landlord has not taken steps to close the building up. Children have been seen playing in the building. This is dangerous, because the building may collapse.

7. Teacher can:

- a. review the rules of the classroom with the children, helping them discover that these rules can be grouped into categories according to purpose: rules for lining up, rules for leaving one's seat, rules for hanging up clothing and throwing away trash, and rules for going to get and put away equipment --these rules have to do with traveling within the classroom space. Other rules might pertain to cleanliness; respecting each other's body space, physical space, and property within the room; the right to speak in turn; the right to receive an education.

Help the children compare the groups of rules they follow in the classroom to parallel rules that are followed by residents in a neighborhood. What rules help keep the neighborhood clean? Keep residents safe? Keep property safe? What rules protect rights?

Lead the class discussion to culminate in the preparation of a chart listing the purpose of rules followed in the classroom and in the neighborhood;

SkillActivities

b. ask the children to consider a number of situations in which the need for rules is demonstrated. Have them discuss the problems, the alternatives of the people in the neighborhood who have these problems, and the kinds of rules that might help. Have them role-play solutions to the problems. Encourage the children to choose three or four of their skits to present to another class.

1. Someone has been spray-painting the bicycles of your friends and other children in the neighborhood. You are pretty sure that the person who is doing it is a kid in your class.

2. Most people on your block are very responsible about leaving their trash in covered cans. One family, however, just leaves its trash in brown bags outside the stoop. There are lots of stray cats in the neighborhood who rip open paper bags, so trash gets all over the street.

3. Some teenagers in your neighborhood like to play their stereos very loud at night.

c. help the children prepare a bulletin board showing how rules are made in a democratic way. Let the children illustrate each step of the process with pictures they draw or cut out. Have them show: 1) that people feel a need for rules (laws); 2) people speak to the representative they have elected; 3) the representative discusses the need with other representatives in the City Council; 4) the representatives vote; 5) the law is created and enforced.

Encourage the children to illustrate their understanding of this process by making dioramas showing people involved in making and enforcing laws;

Skill

Activities

- d. help the children discover people who help enforce laws in their neighborhoods: school security guards, school crossing guards, tenant patrols, auxiliary police, block patrols, policemen/women, judges, lawyers, child advocates.

If possible, invite people in these positions to visit the class or ask the children to interview people who work in such roles. Encourage the children to investigate different kinds of jobs done by people concerned with making and enforcing rules in our neighborhoods;

- e. focus a current events activity on news stories related to the creation and enforcement of rules in neighborhoods (a good source would be a current neighborhood newspaper or newsletter). Help the children learn about problems affecting their families and neighbors, and follow the ways in which action is taken to make and enforce rules that will bring about solutions.

Teaching Resources

Books for Children: Living in Neighborhood Communities

Behrens, June. Ship Cargo. Childrens Press.

Bendick, Jeanne. The First Book of Automobiles. Franklin Watts.

Bendick, Jeanne. A Place to Live. Parents' Magazine Press.

Bendick, Jeanne. First Book of Supermarkets. Franklin Watts.

Carlisle, Norman and Madelyn. About Roads. Childrens Press.

Castle, Sue. Face Talk, Hand Talk, Body Talk. Doubleday.

Chapman, Victoria L. Let's Go to a Supermarket. G.P. Putnam's Sons.

Charlip, Remy and Mary Beth. An ABC of Finger Spelling and Sign Language. Parents Magazine Press.

Chester, Michael. Let's Go to a Recycling Center. Putnam.

Clymer, Eleanor. Big Pile of Dirt. Holt Rinehart and Winston.

Cunningham, Julia. Wings of the Morning. Childrens Press (Golden Gate Junior Books).

Eichner, James A. The First Book of Local Government. Franklin Watts.

Elkin, Benjamin. The True Book of Money. Childrens Press.

Johnson, Irma Bolan. About Truck Farming. Childrens Press.

Lewellen, John. The True Book of Airports and Airplanes. Childrens Press.

Lubell, Winifred and Cecil Lubell. Street Markets Around the World. Parents Magazine Press.

Molarsky, Osmond. Song of the Smoggy Stars. Henry Z. Walck.

Munzer, Martha and Helen Vogel. Block by Block: Rebuilding City Neighborhoods. Alfred A. Knopf.

Pitt, Valerie. Let's Find Out About Communications. Franklin Watts.

- Pitt, Valerie. Let's Find Out About Neighbors. Franklin Watts.
- Provus, Malcolm. How We Travel on Water. Benefic Press.
- Rhodes, Dorothy. How to Read a City Map. Childrens Press.
- Rinkoff, Barbara. A Map is a Picture. Thomas Y. Crowell.
- Rinkoff, Barbara. Red Light Says Stop! Lothrop, Lee and Shepard.
- Sagoff, Maurice. City Book. Storyfold.
- Schere, Monroe. Your Changing City. Prentice-Hall.
- Shannon, Terry. About Food and Where it Comes From. Childrens Press (Melmont Publishers).
- Shay, Arthur. What Happens at a Television Station. Contemporary Books.
- Shuttlesworth, Dorothy E. Clean Air, Sparkling Water: The Fight Against Pollution. Doubleday.
- Viorst, Judith. Try it Again, Sam: Safety When You Walk. Lothrop Lee & Shepard.
- Watson, Nancy Dingman. Annie's Spending Spree. Viking Press.
- Williams, Barbara. I Know a Mayor. G.P. Putnam's Sons.
- Winn, Marie. The Thief Catcher: A Story About Why People Pay Taxes. Simon & Schuster.
- Wise, William. Cities Old and New. Parents' Magazine Press.
- Wright, Betty A. Cities. Steck-Vaughn.
- Young, Miriam. If I Sailed a Boat. Lothrop, Lee & Shepard.
- Zemach, Harve. Mommy, Buy Me a China Doll. Follett Publishing Co.
- Books for Children: Working in Neighborhood Communities*
- Baker, Eugene. I Want To Be a Postal Clerk. Childrens Press.
- Blumberg, Rhoda. Fire Fighters. Franklin Watts.
- Dillon, Ina K. About Policemen. Childrens Press.
- Goldreich, Gloria and Esther Goldreich. What Can She Be? An Architect. Lothrop, Lee and Shepard.
- Goldreich, Gloria, and Esther Goldreich. What Can She Be? A Newscaster. Lothrop, Lee and Shepard.

- Greene, Carla. I Want To Be an Airplane Hostess. Childrens Press.
- Greene, Carla. I Want To Be a Dairy Farmer. Childrens Press.
- Greene, Carla. I Want To Be a Farmer. Childrens Press.
- Greene, Carla. I Want To Be a Fireman. Childrens Press.
- Greene, Carla. I Want To Be a Fisherman. Childrens Press.
- Greene, Carla. I Want To Be a Librarian. Childrens Press.
- Greene, Carla. I Want To Be a Pilot. Childrens Press.
- Greene, Carla. I Want To Be a Policeman. Childrens Press.
- Greene, Carla. I Want To Be a Road-BUILDER. Childrens Press.
- Greene, Carla. I Want To Be a Storekeeper. Childrens Press.
- Greene, Carla. I Want To Be a Truck Driver. Childrens Press.
- Hefflefinger, Jane and Elaine Hoffman. About Firemen. Childrens Press (Melmot Publishers).
- Johnson, S.J. About the Engineer of a Train. Childrens Press.
- Lerner, Katherine. Ask Me What My Mother Does. Franklin Watts.
- Maury, Inez. My Mother, the Mail Carrier. Feminist Press.
- Miner, Irene S. The True Book of Policemen and Firemen. Childrens Press.
- Winn, Marie. The Man Who Made Fine Tops: A Story about Why People Do Different Kinds of Work. Simon and Schuster.
- Young, Miriam. If I Drove a Car. Lothrop, Lee & Shepard.
- Young, Miriam. If I Drove a Train. Lothrop, Lee & Shepard.
- Young, Miriam. If I Drove a Truck. Lothrop, Lee & Shepard.

Books for Teachers

- Berger, Melvin. Jobs that Save Our Environment. Lothrop.
- Brown, Ina C. Understanding Other Cultures. Prentice-Hall.
- Drummond, A.H., Jr. The Population Puzzle. Addison-Wesley.
- Gabel, Margaret. Sparrows Don't Drop Candy Wrappers. Dodd, Mead.

Michelson, William. Man and His Urban Environment: A Sociological Approach. Addison-Wesley.

Oliver, Paul. Shelter and Society: Studies in Vernacular Architecture. Praeger.

Charts and Pictures

Children and the Law. David C. Cook Publishing Co.

Home and Community Helpers. David C. Cook Publishing Co.

Learning About Money. David C. Cook Publishing Co.

My Community. David C. Cook Publishing Co.

Safety. David C. Cook Publishing Co.

Social Development. David C. Cook Publishing Co.

Transportation. David C. Cook Publishing Co.

Urban Life. Society for Visual Education.

Filmstrips: Living in Neighborhood Communities

Houses in Our Town. Associated Educational Materials Companies.

Man and His Shelter. AIMS Instructional Media Services.

Communities in Action: How Communities Change and Grow. Eye Gate House.

Supermarket Workers. Society for Visual Education.

Community Services: Many People Serve Our Community. Society for Visual Education.

The Dairy Farm and the Dairy. BFA Educational Media.

Dash McTrash and the Pollution Solution: Learning to Care About Pollution. Society for Visual Education.

School Safety. Encyclopedia Britannica Educational Corp.

Right Clothes Help Health. Eye Gate House.

Let's Go to a Bank. E.M. Hale and Co.

Environment and the Community. Eye Gate House.

Fun in the City Set. McGraw-Hill.

Going Places in the City. Coronet.

A Good Citizen Obeys Rules and Laws. McGraw-Hill.

Guess Who's in a Group! GA.

The Story of Bread. Society for Visual Education.

Jacob Riis: The Fight for Better Cities. McGraw-Hill.

Medical Services in the Community. Eye Gate House.

Miss Esta Maude's Secret. McGraw-Hill Films.

Our Community Utilities. Coronet.

Sights and Sounds of the Neighborhood. Society for Visual Education.

Robert's Family and Their Neighbors. Society for Visual Education.

Services of the Community. Eye Gate House.

Policemen and Firemen. Society for Visual Education.

Taking a Walk in the Community. Eye Gate House.

Tail of a Nail. Society for Visual Education.

Transportation. BFA Educational Media.

Traveling In and Out of Our City. Coronet.

What Can Money Do? Teaching Resources Films.

Hook and Ladder. Troil Associates.

Types of Cities: The Suburb. McGraw-Hill.

Understanding the Community: The Ever-Changing City. Eye Gate House.

What IS a Community? Eye Gate House.

Who Helps Us. BFA Educational Media.

Workers of the Community. Eye Gate House.

Filmstrips: Living in Communities Far Away and Long Ago

Brazil. Society for Visual Education.

Chile. Society for Visual Education.

Cities of Europe: London. Encyclopedia Britannica Educational Corp.

Douglas, Wyoming: Ranch Community. Society for Visual Education.

Families of East Africa: Living in Nairobi. Encyclopedia Britannica Educational Corp.

Hanako and Taro of Japan. Society for Visual Education.

How People Live in Kano, Nigeria and Nairobi, Kenya. Society for Visual Education.

Living in Israel--North to South: Jerusalem. Eye Gate House.

Old Sturbridge and Mystic Seaport: Historic Communities. Society for Visual Education.

Simon and Lucy of Alaska. Society for Visual Education.

A Visit to Washington. McGraw-Hill.

Films

Let's Talk About Rules. AIMS Instructional Media Services.

Air Pollution: A First Film. BFA Educational Media.

Being Responsible. BFA Educational Media.

The Box. Arthur Barr Productions.

Buses that Serve the Community. BFA Educational Media.

Cities and History: Changing the City. McGraw-Hill.

Cities and Suburbs: The Metropolitan Area. McGraw-Hill.

Cities of the Future. McGraw-Hill.

The City. Encyclopedia Britannica Educational Corp.

Communities Depend on Each Other. Coronet.

Stores in Our Community. Coronet Instructional Films.

The City. Encyclopedia Britannica Educational Films.

Clothing. Encyclopedia Britannica Educational Corp.

Mike and Steve Visit the Shopping Center. Encyclopedia Britannica Educational Corp.

Shelter. Encyclopedia Britannica Educational Corp.

Our Community Services. Encyclopedia Britannica Educational Corp.

What Is A Community? Encyclopedia Britannica Educational Corp.

A Community Keeps Healthy. BFA Educational Media.

A Community Keeps House. BFA Educational Media.

Community: People Share a Place. BFA Educational Media.

Conservation for Beginners. Coronet.

The Farm Community. Encyclopedia Britannica Educational Corp.

Farmer Don and the City: How They Help Each Other. BFA Educational Media.

A Field Becomes a Town. Encyclopedia Britannica Educational Corp.

Foods Around the World. Coronet.

Good Citizens. Encyclopedia Britannica Educational Corp.

Helicopter Helpers. BFA Educational Media.

Helpers at Our School. Coronet.

Highway Builders. BFA Educational Media.

At Home. McGraw-Hill.

Hopi Indian Village Life. Coronet.

How is Clothing Made? The Story of Mass Production. BFA Educational Media.

Making the Things We Need. Encyclopedia Britannica Educational Corp.

Maps of Our School. BFA Educational Media.

The Mayor. Encyclopedia Britannica Educational Corp.

Modern Post Office. BFA Educational Media.

Moving Goods in the Community. Coronet.

Moving People in the Community. Coronet.

Our City Government. BFA Educational Media.

Our Class Works Together. Coronet.

Our Community Services. Encyclopedia Britannica Educational Corp.

People Who Work at Night. BFA Educational Media.

The River: A First Film. BFA Educational Media.

Trucks in Our Neighborhood: A First Film. BFA Educational Media.

What Is A Neighborhood? Coronet.

What Our Town Does for Us. Coronet.

Work Around the World. Coronet.

City Resources

Association of Neighborhood
Housing Developers
105 East 22nd Street, 7th
Floor
New York, N.Y. 10010
telephone #674-7610

Brooklyn Botanic Gardens
1000 Washington Avenue
Brooklyn, N.Y. 11225
telephone #622-4433

City Arts Workshop, Inc.
58 Ludlow Street
New York, N.Y. 10002
telephone #673-8670

City Walls, Inc.
25 Central Park West
New York, N.Y. 10023
telephone #541-8423

Commissioner of Water Resources
Municipal Building
Room 2455
New York, N.Y. 10007

Community Affairs Division
New York City Police Department
One Police Plaza
New York, N.Y. 10038
telephone #374-5300

The Community Service Society
105 East 22nd Street
New York, N.Y. 10010
telephone #254-8900

Council on the Environment
51 Chambers Street
New York, N.Y. 10007
telephone #566-0990

Cornell Cooperative Extension
11 Park Place, Room 1016
New York, N.Y. 10007
telephone #267-1460

Crime Prevention Section
New York City Police Department
137 Centre Street
New York, N.Y. 10013
telephone #374-3810

Department of Health
City of New York
125 Worth Street
New York, N.Y. 10013

Department of Highways
City of New York
740 Worth Street
New York, N.Y. 10013
telephone #566-4971

Department of Parks and Recreation
The Arsenal
830 Fifth Avenue, Room 100
New York, N.Y. 10021
telephone #360-8175 or 360-8176

The Department of Sanitation
Community Relations Officer
125 Worth Street
New York, N.Y. 10013
telephone #566-0475

Division of Forestry and
Horticulture
Department of Parks and
Recreation
355 Madison Avenue
New York, N.Y. 10020
telephone #593-8248

Edward R. Murrow High School
1600 Avenue L
Brooklyn, N.Y. 11230
telephone #258-9283, Ext. 31

Federation of Citywide Block
Associations
51 Chambers Street
New York, N.Y. 10007
telephone #566-0253

Federation of West Side
Block Associations
Post Office Box 41
Planetarium Station
New York, N.Y. 10024
telephone #663-7766

Green Guerillas
P.O. Box 673
Canal Street Station
New York, N.Y. 10013

Harlem Consumer Education Council
1959 Madison Avenue
New York, N.Y. 10035
telephone #926-5300

Horticulture Society of New York
128 West 58th Street
New York, N.Y. 10019
telephone #757-0915

Magnolia Tree Earth Center
1512 Fulton Street
Brooklyn, N.Y. 11216
telephone #756-2233
(Brooklyn Service only)

New York Botanical Gardens
Bronx, N.Y.
telephone #220-8700

New York City Fire Department
Community Relations Bureau
110 Church Street
New York, N.Y. 10007
telephone #566-7951

The New York Department of City
Planning
Map Sales, Room 1616
2 Lafayette Street
New York, N.Y. 10007

New York City Transit Authority
370 Jay Street, Room 1314
Brooklyn, N.Y. 11201
telephone #330-1234

New York State Parks and
Recreation
1700 Broadway
New York, N.Y. 10019
telephone #977-8260

New York Telephone Company
Public Relations Division
140 West Street, Room 2100
New York, N.Y. 10007

Office of Public Information
Environmental Protection
Administration
1 Centre Street
Municipal Building, Room 2345
New York, N.Y. 10007

Parks Council
80 Central Park West
New York, N.Y.
telephone #799-6000

The Pratt Center for Community
and Environmental Development
275 Washington Avenue
Brooklyn, N.Y. 11205

Police Athletic League, Inc.
Mr. Kenneth Kay
34 1/2 East 12th Street
New York, N.Y. 10003
telephone #OR 7-1400

Project Renewal
121 Fort Greene Place
Brooklyn, N.Y. 11217

Queens Botanical Gardens
43-50 Main Street
Flushing, N.Y. 11355
telephone #886-3800

Tips on Trips
Office of Service Coordination
51 Chambers Street
New York, N.Y. 10007
telephone #566-7383

Wave Hill Environmental Study Center
675 West 252nd Street
Bronx, N.Y. 10471
telephone #549-2055

**HOW PEOPLE LIVE
AND WORK TOGETHER
IN NEW YORK CITY**

THEME: HOW PEOPLE LIVE AND WORK TOGETHER IN NEW YORK CITY

The Scope and Sequence of Skill Areas that are specifically developed for this theme include the following:

Behavioral Skills (Affective)

- * Spatial Orientation
- * Personal Adjustment
- * Social Adjustment
- * Decision Making

Practical Skills (Cognitive)

- * Critical Thinking
- * Communication and Language
- * Locating and Gathering Information
- * Map and Globe
- * Interpreting Graphics
- * Time and Chronological Orientation
- * Career Education
- * Urban

Geographic, economic, historical, and sociological factors have directly affected the birth and growth of New York City. Some reasons for the city's importance include: its strategic location as a seaport, its temperate climate, its historical importance to immigrants (willing and unwilling) as the gateway to the rest of the United States, and its rich cultural diversity.

New York City can be compared to that popular American dish, the stew. Like many flavorful and tasty dishes, stew is made up of more than one kind of food. Meats, poultry, many kinds of vegetables, spices, water, and maybe even wine go into the pot. The combination gives the stew its special taste. Yet, we still can taste the separate ingredients. Like a stew, New York City is made up of many separate ingredients. There are people of different racial stocks, ethnic origin, religions, and cultural patterns. Each person, each New Yorker, is an individual with his/her own likes and dislikes, strengths and weaknesses. Each city resident has his/her own customs and beliefs, but each is also a part of New York City. All together, the people of this city make it one of the most interesting places on earth. The people who live and work together in our city (the "Big Apple") today are a more diverse group than can be found at any other location or during any other period of history.

One of the reasons New York City rose to world greatness has been the immense waves of immigrants who enter America through our city. These immigrants settling here brought with them abilities, skills, and energies needed to make the city into a vast marketplace for goods and services. In addition, migrants from other parts of the country come to New York City seeking jobs and a better way of life. Both immigrants and migrants, have contributed to the city's uniqueness, vigor, and adaptability, while making new lives for themselves as New Yorkers.

New York City

When considering the study of our city, it is important to include a range of topics--Government, Commerce, Industry, Transportation, Communication, Technology, Public Services, Recreation. The number of city activities and operations occurring at any given moment during the day or night is truly amazing! The complexities of modern city living and the mammoth job of providing public services to its many residents makes an investigation into the inner workings of the city an involved but fascinating undertaking.

One way to perceive how our city functions is to examine the major conflicts and pressures to which the city must respond daily. One approach is to focus on specific problems, e.g., pollution, unemployment, housing, revenue loss and erosion of tax base as a result of the flight from the city of its middle class, movement of business out of the city to the suburbs, crime in the streets, drugs, arson, and the breakdown of public services.

Another approach would focus on New York City as a center for tourism, a mecca for the performing and fine arts, the home of the United Nations, and a magnet for people who have achieved prominence in their fields (medical, mechanical, artistic, etc.).

In this Guide, materials have been designed around concrete concepts, and related to carefully planned activities, trips, and sets of experiences. New York City can be used as an open lab from which all the most basic, direct, and meaningful resources are used to help the child understand what the city is all about.

Introduction

Students in Special Education may have difficulty developing abstract concepts of time and space, so we have begun the study of our city with the "here and now" rather than with its early history. Teaching about New York City only through maps, charts, graphs, and reading assignments is a limited strategy. A special education student may be able to remember and verbalize what happened on a trip to a New York City landmark, whereas a reading assignment about that same landmark may leave the student disinterested in social studies, disheartened (because he/she couldn't comprehend what the assignment was meant to convey), and disappointed in him/herself for being a poor learner.

The central task here is to help students explore, examine, and develop an interest in the city. In addition, students with learning handicaps need to develop a series of survival and urban skills to cope with living in the city. The student needs to learn about and adjust to the physical and social realities of the city. How to travel in New York City, obtain information through its complicated communication systems, discover cultural richness, appreciate the diversity of its inhabitants, develop an awareness of its many businesses and industries, enjoy its many advantages--these are important concerns to the student who is developing skills of independence in New York City.

Skills Development: Behavioral Skills (Affective)

Spatial Orientation

- * Describes how to get to special destinations (parks, stores) from home or school
- * Demonstrates knowledge and use of various means of transportation

Personal Adjustment

- * Listens and responds to others appropriately
- * Develops problem-solving techniques needed to function as an independent person

Social Adjustment

- * Takes part in discussions and debates
- * Speaks and listens attentively to others

Decision-Making

- * Decides if additional information is needed
- * Develops plans for studying difficult problems

Practical Skills (Cognitive)Critical Thinking

- * Finds evidence to support ideas
- * Organizes and classifies related ideas
- * Labels groups of related ideas or objects
- * Distinguishes between fact and opinion
- * Recognizes different points of view

Communication and Language

- * Copies identifying information (phone numbers, addresses) correctly
- * Writes original statements

Locating and Gathering Information

- * Uses resource places and persons to gain information
- * Gains information by examining tangible objects (e.g., museum artifacts)
- * Gains information from audio-visual media
- * Uses a dictionary or glossary

Map and Globe

- * Recognizes and interprets New York City subway, bus, street, and park maps
- * Plans routes using maps of the city
- * Recognizes land and water masses on maps
- * Uses map grids to locate points

Interpreting Graphics

- * Identifies type and purpose of a graph
- * Makes a graph to illustrate concrete observations
- * Interprets cartoons to find political or current events ideas
- * Examines pictures to obtain information

Time and Chronological Orientation

- * Understands that history takes place in a time framework
- * Observes that changes take place with the passage of time

Career Education

- * Investigates occupational clusters found in city
- * Relates personal interests to types of occupations studied
- * Describes skills needed for various occupations

Urban Education

- * Reads city subway and bus maps
- * Plans and maps out trips to new destinations
- * Uses calendar as a reference to chart planned activities for week, month, or year
- * Uses public transportation effectively
- * Uses labels, directories, time schedules, instruction sheets, charts, diagrams, and graphs to obtain information
- * Manages money accurately and carefully
- * Identifies and reacts to emergency situations
- * Understands the functions of police, fire, sanitation, health, and hospital departments in an urban setting
- * Can relate to people whose origins vary ethnically, racially, religiously, and culturally
- * Is concerned with community crime-prevention activities
- * Appreciates and takes part in city's cultural life
- * Copes adequately with prejudice aimed both at others and at self
- * Knows how to prepare simple foods for self
- * Understands how the city functions to help meet own needs

Key Concepts

1. The history of New York City is a record of the city's birth, growth, and development.
2. The geographic location of New York has been a key factor in its growth as a communication, transportation, artistic, and economic center.
3. Our city is a large and important unit of government.
4. New York City's population is varied ethnically, racially, and culturally. This mixture of different peoples presents the city with a myriad of social problems and humanistic challenges.

Objectives

1. To help children gain a basic spatial, historical and practical orientation to the city in which they live;
2. To note similarities among people while respecting their differences;
3. To develop a career awareness of the wide variety of kinds and fields of work available in New York City;

4. To understand how the history of New York City reflects the roots of its people;
5. To demonstrate how New York City's strategic geographic location determines the city's importance and its various activities;
6. To gain an understanding of how the city provides needed services for its people;
7. To acquaint children with some of the major problems facing the citizens of New York City--pollution, unemployment, housing, crime in the streets, economic crisis, transportation, a rising cost of living, and inter-group tensions;
8. To make children aware of the role of transportation and communication networks in bringing New Yorkers into close proximity with one another;
9. To gain an understanding of how the city is governed and its activities organized so that it can provide services for, and meet the needs of, its residents;
10. To help children become aware of the interdependence of people, one to another, in every arena of city life, regardless of one's ethnic, racial, social or religious background.
11. To aid children to gain insight into, and develop a tolerance for, the different ways people live in New York City;
12. To develop map skills to help the children to discover New York on a first hand basis;
13. To develop appreciation for the cultural richness of New York City and to respect its people's lifestyles, values, goals and aspirations;
14. To teach children what it means to be a New Yorker and show how important civic pride is to the very life of the city.

How New York Became a Great City

Skill

1. Child will demonstrate an understanding of how the city, the state and the country are physically related by locating each on a political map.

Language

city
state
country
political map
continental United States

2. Child will find and name the 5 boroughs of New York City on a city map.

Language

puzzle
borough
map
land masses
waterways
model
seaport

3. Child will learn what a seaport is and why New York City is such an important one.

Language

globe
Atlantic Ocean
nation
shipping industry
cargo and passenger ships
mini-museum

Activities

1. Teacher can:

- a. use a political map of the U.S. showing the divisions into states to locate New York State and City;
- b. have child find New York City on a flat map of New York State;
- c. introduce detailed puzzles of the U.S. to reinforce the location of New York City in New York State and of New York State in the continental United States.

2. Teacher can:

- a. have children trace maps of New York City, color them, and cut them up to make their own puzzles of the city, including land masses and waterways;
- b. assist children to make rough clay models of the boroughs. Place them on blue paper, to represent waterways, and show how the boroughs fit together and interrelate spatially to the waters to make the city a major seaport;
- c. show maps of the city through an opaque projector and name the 5 boroughs. Ask children to locate the borough in which they live.

3. Teacher can:

- a. locate New York City on a globe and show its physical relation to the Atlantic Ocean and its distance from the other nations across the Atlantic;
- b. take class on a trip to the South Street Seaport Museum in lower Manhattan to learn about early shipping industry in the city;

Skill

4. Child will discover that people from all over the world and from all parts of our country have come to live in New York City.

Language

world
ancestors
routes
immigration
migration
ethnic group
oral history

5. Child will focus on the people of New York City as the city's greatest resource, and identify the wide range of energies, abilities, and skills that they contribute.

Language

resource
photograph
job

Activities

- c. help students collect pictures of different kinds of ships, past and present, that have been or are used now to carry cargo and passengers to New York City;
- d. create a "mini-museum" by having children collect and bring objects or pictures of objects that have come to the city by boat from other lands.

4. Teacher can:

- a. have children find out where their oldest relatives and/or ancestors came from, and mark their routes to New York City using world maps, pins, and yarn;
- b. take a class trip to the Museum of the City of New York to find material about immigration and migration patterns to New York City;
- c. encourage children to bring in or help prepare representative foods of other countries and ethnic groups;
- d. have children use tape recorders to collect "oral histories" from families, neighbors, faculty members, etc., telling how and why they or their families before them came to settle in different parts of the city.

5. Teacher can:

- a. help children design a scrapbook or bulletin board, using pictures taken from magazines or newspapers and/or photographs they have taken showing New Yorkers working at many different kinds of jobs.
- b. help children develop an awareness of the major ethnic groups that have come to live and work in New York City (from largest to smallest, these are: Jewish, Afro-American, Puerto Rican, Italian, Caribbean, Central and South American, Polish, Irish, German, and Asian [Chinese, Japanese]). Children can be asked if they have friends from any of these ethnic groups.

New York City - Many Communities, Many Peoples

Skill

1. Child will define and differentiate residential, commercial, and industrial sections of New York City.

Language

characteristic
contribution
residential
commercial
industrial
community
drawing
housing
walking tour
entertainment
place of worship

2. Children will identify the section of the city in which he/she lives and list some others by name (e.g., Brownsville, Harlem, Yorkville, Forest Hills).

Language

souvenir
experience chart

3. Child will list the kinds of jobs people hold who work in commercial and industrial buildings in the neighborhood.

Language

invitation
blue collar
white collar
professional
skills
abilities

Activities

1. Teacher can:

- a. have children examine a community near the school. Find residential, commercial, and industrial sections by taking a walking tour (these may not always be discrete sections of the city or readily apparent);
- b. encourage children to talk about communities they have visited or lived in, listing and/or presenting photographs (or drawings) of different kinds of housing, places to eat, entertainment, shopping centers, working places, and places of worship.

2. Teacher can:

- a. have children collect pictures, maps, and souvenirs of famous New York City communities (e.g., Chinatown, Harlem, Little Italy, Greenwich Village, City Island, Coney Island);
- b. take children on a trip to a well-known neighborhood in their borough. Have them do an experience chart, recording the highlights of the trip.

3. Teacher can invite workers from the neighborhood (blue collar, white collar, and professional) to talk about the jobs they do in the community and the specific skills and abilities these jobs require.

Earning a Living in New York City

Skill

1. Child will discover that New York City is a center for all kinds of businesses, services, and industries.

Language

business
printing
publishing
textile
jewelry
accessories
construction
motion pictures
home furnishings
finance
insurance
real estate
banking
consumer market
wholesale
retail
communications
want ads
cultural life

Activities

1. Teacher can:
 - a. help children list some of the many small businesses that can be found in their own neighborhoods (e.g., barber and beauty shops, "fixit" shops, grocery stores and bodegas, dry cleaners, fruit stands, drug stores, auto repair shops). Children can draw pictures or make a diorama of one of the neighborhood shops, showing the items for sale or the service rendered. The teacher will lead a discussion focussed on the function of neighborhood shops in supply products and services to the people of the community;
 - b. provide copies of the classified telephone book (Yellow Pages) to help children list services and industries found in New York City (e.g., printing and publishing, clothing sales and manufacturing, textiles, food services and products, jewelry and accessories, construction, motion pictures, radio, television, advertising, furniture, paper products, finance, insurance, real estate, and banking). The children may wish to locate the listings for the community business they have already identified;
 - c. obtain copies of the classified phone directory from a small town in Long Island or Westchester to compare the number and kinds of entries with New York City. Discussion should lead children to appreciate that New York City is a huge manufacturing center, providing goods and services to its own people and others across the country and in other parts of the world.

Skill

2. Child will learn that business, industry, and professions in New York City need people to fill a variety of jobs and positions.

3. Child will investigate the range of job possibilities in one specific industry. (The garment industry is suggested because of the many ethnic groups employed and its historical relationship to immigration.)

4. Child will investigate qualifications and abilities needed for a job in a field other than the one being studied (e.g., a token seller in the subway).

Language

qualifications
metropolitan

Activities

2. Teacher can:
 - a. ask children to look at the employment section ("Want-Ads") of the Sunday edition of The New York Times, and to note the wide variety of jobs available in New York City;
 - b. ask children to look at and collect pictures of people at work in various occupations. Commercial materials might be used, particularly the DLM Written Language Card-- Careers (see Resources for Teachers).

3. Teacher can:
 - a. plan a class trip, if possible, to a factory in the garment center where children can see the variety of jobs being done. Children may want to bring cameras or tape recorders to document their observations;
 - b. arrange appropriate bulletin board display for the specific industry the class has chosen. The children can find pictures for displays of specific jobs. For the garment industry, these might include: cutter, sewer, model, packer, salesperson, etc.;
 - c. help students collect tangible materials (e.g., products, tools, equipment, parts of uniforms), associated with a chosen occupation in this industry. Create an interest center in the room where children can experiment with work roles during free play activity.

4. Teacher can help the class obtain the job requirements for a token seller as posted by the New York City Transit Authority. Discuss the requirements as well as the pay, hours of work, benefits, and on-the-job difficulties.

How to Get Information from Different Sources in New York City

Skill

1. Child will obtain a weather report from several sources (television, radio, newspaper, and telephone).

Language

strategies
media
weather report
schedule
information

2. Child will use the telephone to make emergency calls and calls for information.

Language

emergency
role-playing techniques
request
Teletrainer

3. Child will organize and sequence ideas in order to give information.

Language

drama
local events
reactions

Activities

1. Teacher can help students plan strategies for using different sources to obtain a specific piece of information (the weather report). Class can discuss each source, outlining the necessary steps to acquire needed information, e.g., using the index in the newspaper to find the page of the weather report; using a TV or radio schedule to find out when the news/weather will be presented. Students will practice using these sources to obtain desired information.

2. Teacher can:

- a. introduce the Teletrainer Kit (see Teaching Resources) or role-playing techniques to have children practice making phone calls to report emergencies and request help, e.g., children may practice calling 911 to report the location of an accident.
- b. acquaint students with numbers to call for information (telephone info, transit info, weather, city report, etc.). Have students practice making calls for information to these numbers, first on Teletrainer (or in role play), later using actual telephones;
- c. have students make personal lists of important telephone numbers to carry in their wallets or notebooks.

3. Teacher can assist children in making taped "radio dramas" in which they report on class activities, local events, reactions to books, movies, TV shows, etc. (or create their own stories).

Skill

4. Child will use the mail to place orders from mail-order catalogues.

Language

mail-order catalogue project

Activities

4. Teacher can bring in seed catalogues with order blanks, and help students fill in ordering information and addresses to order seeds for a class project.

Different Modes of Travel in New York City

Skill

1. Child will make a list of destinations and choose appropriate modes of transportation.

Language

transportation
distance
mode of travel
transit
vehicle

2. Child will learn safety rules for traveling in New York City.

Language

procedures
disoriented
identification

Activities

1. Teacher can:

- a. have children list modes of appropriate travel for long and short distances;
- b. introduce transit and road maps to children, helping them to mark destinations and plan travel routes;
- c. take students on a field trip to the New York City Transit Museum (Schermerhorn Street and Boerum Place, Brooklyn; telephone #330-3060). Have students plan their route to the museum using transit maps and/or calling Transit Information (330-1234). Have students follow their route as they travel using the prepared maps.

2. Teacher can:

- a. invite a guest speaker to talk about bicycle safety;
- b. discuss safety rules for riding on buses and subway trains. Have children make safety posters;
- c. discuss procedures for getting aid when lost or disoriented in travel;
- d. have children prepare identification cards listing name, address, phone, and home subway or bus station to use in case of an emergency (e.g., getting lost).

Skill:

3. Child will list the modes of transportation used to go from borough to borough via tunnels and bridges.

Language

tunnel
bridge area
symbols
vehicles
first hand experience
links

Activities

3. Teacher can:
 - a. use an overhead projector to present a large transparency of the 5 boroughs and the parts of New Jersey that neighbor New York City. Children will identify symbols for river crossings and locate and name bridges, tunnels, and ferries that connect their borough with other areas. Using maps, children can plan a route from their borough to Manhattan or from Manhattan to another borough, explaining what types of transportation they could use to cross a particular bridge or tunnel (e.g., how you could go across the Brooklyn Bridge);
 - b. have children bring in pictures of past and present means of transportation used in the city. Construct a class bulletin board showing how vehicles and the power sources to move those vehicles have changed dramatically. Children can make drawings of travel vehicles they might expect to see operating in the year 2000;
 - c. arrange a trip on the Circle Line boat tour (around Manhattan). Give the children the first hand experience of seeing some of the major connecting links between boroughs from a new perspective (going under a bridge rather than across it).

How the City Is Governed

Skill

1. Child will identify a problem in his/her neighborhood and investigate how the city government works to remedy it.

Language

government
remedy
intersection
debris

2. Child will put the principles of representative democracy into practice in his/her school environment.

Language

organization
elections
president
vice-president
office
duties
term
opinion polls
elected officials
citizens

Activities

1. Teacher can:

- a. discuss a problem of immediate concern to children (a crossing guard needed at a dangerous intersection, the need for a bike lane in neighborhood streets, a vacant lot that needs to be cleaned of debris, etc.) and help the class investigate how the city takes care of such situations. With the teacher's help, children can try to get the city government and/or appropriate non-government groups to take real action;
- b. help children draft a simple letter to their Assemblyperson about an ongoing neighborhood problem, suggesting a solution and requesting a reply.

2. Teacher can:

- a. invite the president of the school student organization to visit the class to explain the function of student government and discuss how school elections are held. If this is not possible, children can elect their own class president and vice-president and decide on their duties, responsibilities, powers, and terms of office.
- b. have children list several problems in the school and conduct opinion polls among teachers, classmates, and other friends about how the problems could be remedied and who should be making the remedy work. The poll should also survey attitudes about how the school is or is not dealing with the problems. The teacher can talk about how people in government sometimes use opinion polls to find out what is important to people, how they are doing as elected officials, and whether they will be voted into office again.

Skill

3. Child will become aware of who the important elected officials are that are charged by voters with the responsibility of governing New York City.

Language

elected officials
current events
radio
television
cooperative

4. Child will observe that election to office is the result of people casting their votes, and that voting is the responsibility of each citizen.

Language

polling places
voting machine

Activities

3. Teacher can:

- a. assign radio and/or television news programs as homework to answer specific questions (e.g., Who is the Mayor and what does he do? Who are some of the other people in city government? On what kinds of tasks do they work?) Children can report back to the class about what they found out, and talk about specific current events or emergencies that city faces currently and the ways in which the people who run the city are trying to deal with these emergencies;
- b. have children bring in pictures from the newspapers of the mayor, the borough president, and other city officials. Create a large cooperative collage matching faces, names, and offices held, and ask students to tell what they know about the people in the collage.

4. Teacher can let children see how polling places are actually set up in schools, what a voting machine looks like, how it operates to count votes, and why a policeman must guard the polling place to make sure that the voters can choose the people that they want to run their government.

How Services Are Provided for New York City Residents

Skill

1. Child will recognize and make note of the many services provided to New York City residents.

Language

residents
 public service
 traffic
 sanitation
 commerce
 regulation
 agencies
 departments
 maintenance
 overcrowding
 rush hour
 historic
 blackout
 strike
 resident
 public servant
 democracy

Activities

1. Teacher can:
 - a. suggest that children select one week day and one week end day, and list under each day chosen the many kinds of services that the city provided from the moment they woke up until the moment they fell asleep. Divide the class into two groups (week day and weekend day) and see which group totals the most services. Such services might include gas and electric, water, traffic control, transportation, education, health, sanitation, housing, and commerce regulation. The teacher can have the children look up New York City in the White Pages of the telephone book to see if the city services listed have phone numbers to call in case of service interruption. The teacher can explain that some service agencies or departments work as teams to provide adequate services as smoothly and continuously as possible;
 - b. lead discussion and help children note that there are several services of particular importance to New Yorkers who live in one borough and work in another (public transportation, road maintenance, traffic control, etc.). Have the children talk about being caught in the subway rush hour, and what it felt like to be in such a crush. Children can suggest ways to help reduce rush hour overcrowding;
 - c. have a talk about what city life would be like if there were a sudden cutoff of a major service (e.g., water, light, transit, education). The teacher can tell about the historic blackouts in New York's past. Strikes that have cut off major services also can be discussed, to show their direct effects on the students;

SkillActivities

- d. ask students if they have any relatives who work for the city. Children can talk about their relatives' jobs and what services they help provide for city residents;
- e. lead a class discussion about those city departments that directly affect childrens' wellbeing (e.g., department of parks, fire department, police department). Children can bring in pictures showing what firemen, policemen, and other public servant groups who wear uniforms looked like in earlier times, and make a collage of city workers;
- f. explain how the city's department of social services provides help to people in need, and how the city is involved with preserving the worth and dignity of every resident, which is a basic concern of our democracy.

New York City: Places of Interest, Historic Sites, and Special Holidays

Skill

1. Child will develop a broad knowledge of New York City through exposure to various places of interest and/or historic sites.

Language

Visitors Bureau
Historical Society
cultural Center
landmark
tourist

Activities

1. Teacher can plan field trips to specific sites. Use the New York Convention and Visitors Bureau (90 East 42nd Street, New York, telephone #687-1300) as a resource for brochures and photo reproductions suitable for bulletin boards of special points of interest in the city (e.g., art, science, and historical museum, zoos, botanical gardens, theaters and cultural centers, libraries, parks and landmarks).

Preplanning by both teacher and pupils is essential for all trips. Preplanning should include investigation of the site to be visited through books, articles, discussion, tourist information, etc., and should begin well in advance of the trip. Questions can be raised to help determine what information might be obtained on the trip. Teachers should investigate facilities for lunch and toileting, and set up criteria for acceptable pupil behavior. Where feasible, teacher should make a dry run before taking class.

Visits to museums and other large attractions should be limited to a specific wing or area to eliminate overstimulation and fatigue. (See Teaching Resources: Museums for some particularly relevant museum trips.)

For maximum learning, trips should be related to some aspect of classroom work and children should fully understand the purpose of the outing.

Skill

2. Child will acquire specific knowledge about a topic through visits to selected sites for a particular purpose.

Language

ferry
skyline
skyscraper
bay
Liberty Island
Governor's Island
relief map
travelog

Activities

2. Teacher can:

- a. plan a trip which, depending upon the focus of attention, can enrich several areas of study: history, geography, ecology, and/or industry;
- b. take children on the Staten Island Ferry. Point out and discuss the special sights visitors come to see in the city. Back at school, the children can make an experience chart about the ferry ride and what they saw. The Statue of Liberty, the skyline (identifying some skyscrapers), the Verrazano Narrows Bridge, and any other landmarks seen from the ferry should be noted on the chart. The Verrazano Narrows Bridge should be pointed out as the connecting link between Staten Island and Brooklyn. The teacher should tell about how this bridge changed the lives of Staten Islanders who work outside their own borough.

Reinforce children's learning by setting up appropriate follow-up activities in the classroom:

1. use the relief map described in "How New York Became a Great City," Activity 2b;
2. use a large flat map of the five boroughs to trace the ferry trip from Manhattan to Staten Island;
3. prepare diorams of sites seen from the ferry, using shoe boxes or cartons;

SkillActivities

4. Introduce a poem to extend the experience of a ferry boat ride:

Ferry Boats

Over the river,
Over the bay,
Ferry boats travel
Every day.

Most of the people
Crowd to the side
Just to enjoy
Their ferry boat ride.

Watching the seagulls,
Laughing with friends,
I'm always sorry
When the ride ends.

--James S. Tippet

- c. take children on a walking tour of the Wall Street area, including the Stock Exchange. The teacher can explain that what happens in the Stock Exchange affects the economy of our city, our country, and our world. This can be made real in the classroom by having the children spend an imaginary \$10,000 in play money on major stocks listed in The New York Times. The teacher can bring in the stock market sheets each Monday and help the children see if the money they put in stocks (their investment) is increasing or decreasing. The teacher can explain what happens to the economy when many stocks drop or go up. Records should be kept so the children can see who made and lost the most money on their stocks;
- d. have children do a tape recording of some of the most interesting New York City field trips they have experienced (e.g., a walk over the Brooklyn Bridge, focusing on the childrens' impressions of the bridge and why the bridge is so important. The teacher can provide the children with some historical background information about the Brooklyn Bridge for the children to incorporate into the tape). The tape(s) can be used as a resource for other classes that make the same trips.

Skill

3. Child will obtain historical information about New York City through displays and artifacts in museums and other places of interest.

Language

exhibit
recreation
diet
religious faith
spirit
predecessor
shelter
citizen
historical period
incident
costume
artifact
scenery
props
retell
authenticate
portray
assembly
diorama
history
chronological
settlers

Activities

3. Teacher can:

a. arrange for children to make a field trip to one or more of the following museums in Manhattan: American Museum of Immigration, Museum of the City of New York, Museum of the American Indian, Heye Foundation, Fraunces Tavern Museum, New York Historical Society, Museum of Broadcasting, The Jewish Museum, New York Jazz Museum. The teacher will ask children to zero in on the exhibits that relate directly to a time and place that was New York City as their great grandparents might have known it when they were children. A teacher-directed discussion about the trip can center on the following areas of concern:

1. what kinds of jobs people held in the past;
2. what they did for recreation;
3. what their diet was like;
4. how people kept up their religious faith and spirit in a changing city.

Ask children if they think that their predecessors had a harder time in meeting their basic needs for adequate food and shelter. Will they, as future citizens of New York City, have an easier or a harder time earning a living and working to make a better life for themselves than the adults presently in their communities?

SkillActivities

Back at school, children can make illustrated language experience booklets about some aspects of life in New York City during a given historical period. Those who are able can also make language experience booklet about life in New York City today. The teacher can help children make comparisons between the different historical periods. For example the length of time it took to accomplish certain tasks could be compared: How long did it take to travel from X to Y at different times in our history? How long did it take to cook food?

- b. select an historical period and have children present plays or skits about an incident important to the citizens of New York City of that time. Present a number of historical incidents from which the children can choose. The children can work in groups (or in acting companies), preparing costumes, artifacts, scenery, and props that will help them retell the story and authenticate the events chosen. These skits can be performed for other classes or for a school assembly;
- c. help children create a diorama of a specific event in New York City history. This can be a classroom project that later can be put on display for the whole school;

Skill

4. Child will link historic sites to the story of how New York City became a major city of the world.

Language

liberty
diversity
freedom
European
20th century
Hispanic
World War
refugee
communist
Central America
South America
Caribbean
Asian
Viet Nam
Cambodia
Orient
Indian
subcontinent
overhaul
illegal aliens
newcomer

Activities

- d. have children draw pictures of different native New Yorkers, both from early and from recent history. Children can do a number of drawings of different people (e.g., Indians, Dutch settlers of New Amsterdam, English settlers, European immigrants and people from all over the world who have come to New York City by every possible means). The teacher will display pictures in the room in chronological order, from the earliest to the latest settler in the city. Emphasize the fact that many people with different ways of dressing, eating, and behaving have lived at different times in New York City. They wore different clothing and had their own customs and ways of living and working. All these New York City residents have affected the city and made it what it is today.

4. Teacher can:

- a. arrange a field trip to Liberty Island to see the Statue of Liberty and the immigration exhibits, emphasizing the great diversity of people who came to New York City to find new freedom and begin new lives. Note the waves of European immigrants who came to New York through the 19th and 20th century. Other waves of people coming to New York City included black people migrating from the South (especially during World War I), Hispanic people migrating from Puerto Rico (mainly after World War II), and refugees coming from communist countries in the late 1950's. Point out that newer immigrants are coming to New York City from Central and South America, from the Caribbean, from Viet Nam, Cambodia, and other parts of Asia and from the Indian subcontinent. From the overhaul of the immigration laws in 1965 to the fall of 1979, 1 million immigrants arrived in this country. Almost one out of every five of those million immigrants will settle in New York.

Skill

historic site
landmark
restoration

5. Child will become aware that special holidays celebrated in New York City reflect its history and culture.

Language

holiday
population
parade
custom

Activities

Perhaps another million illegal aliens also have settled here during that time period. The teacher can talk about the types of jobs that newcomers often take and the new kinds of businesses they open;

- b. help children create an exhibit in the classroom that tells the story of New York's most recent newcomers through pictures and simple captions. Emphasizing the concept of New York City as the main thoroughfare of America for new immigrants, many of whom will stay to make New York their home;
- c. choose other historic sites to visit. Some classroom work should center around the history of the borough in which the school is located. Children can visit landmarks in historic areas in which restoration is going on (e.g., the West Village, Soho, Brooklyn Heights). The United Nations is a site worth an expanded class treatment.

5. Teacher can:

- a. focus on holidays that reflect on the diverse cultures of New York City and that are celebrated in different neighborhoods and by different ethnic and cultural groups (e.g., Chinese New Year, Festival of San Gennaro, West Indian Carnival Celebration in Brooklyn, St. Patrick's Day, Puerto Rican Day). Parades celebrating the contributions of particular ethnic groups also should be noted. Large religious holidays also might be included in this unit. Children can bring to class special foods or songs that are part of their celebration of special holidays;

SkillActivities

- b. point out that special foods are served, on many holidays, and that sometimes special clothes are worn or customs are observed. The children can talk about foods they eat on holidays celebrated in their homes. The teacher can explain that at different periods in the city's history, different foods were available to residents. A chart can be made listing foods eaten in New York City from the early settlers' time to the present. Now, a New Yorker's diet can be the most varied in the world.

Teaching Resources

The most up-to-date information on New York City can be obtained through Open Doors, a non-profit agency supported by foundations, corporations, and the Economic Development Council. It is housed in space provided by the National Alliance of Businessmen. Its goal is to establish working partnerships between the school, business, labor, and the community. The emphasis at Open Doors is to aid students in making a positive transition from school to the world of work. The following resource materials are free to New York City Board of Education teachers:

What's It Like To Work in New York City (Fall 1978).

The Urban Journal (Summer 1978).

Survival Skills for Students (Fall 1977).

"Me" and My Neighborhood (1975).

"Open Doors" - Business Community Resources available to New York City Schools (1976).

New York: Multi-Speak City (1976).

Material can be obtained from:

Open Doors
261 Madison Avenue, 10th fl.
New York, N.Y. 10016
Frances Low, Director
telephone: 573-9514

Another good source of information is the Board of Education Curriculum Library, 131 Livingston St., Brooklyn, rm 613. The following materials were developed by the Bureau of Curriculum Development and can be found in the library:

Work in New York City Industries--Hotel, Merchandising, Apparel (1957).

Recreation and the Arts in New York City (1965).

Planning for a Future in New York City (January, 1971).

Neighborhood Services in New York City--The Small Business (1968).

Working in New York City Industries--Repairing, Arts Service, Beauty and Barbering (1968).

Guide to Working in New York City (1965).

Visiting Historical Places in New York City (1964).

Governing New York City--Parts I and II (1966).

New York: Metropolitan Regionalism In a Changing Society (a curriculum report put out in May 1964).

Trips for New York City Classes (1968, reprinted 1969).

Background Material

Bowe, Richard. New York City Story. Historical Publ. (1963).

Hall, Betty L & Roberts, Ralph. New York Survival. Holt, Rinehart and Winston (1979).

Hart, Harold H. Hart's Guide to New York City. Hart Publ. Co. (1964).

Kiernan, John. Natural History of New York City. Houghton Mifflin (1959).

Lyman, S.E. & Furman, D.W. Here Is New York City. University Publ. Co. (1962).

O'Connor, John R., Gall, M., and Goldberg, R.M. Exploring Urban New York. Globe Book Co. (1975).

Simon, Kate. New York--Places and Pleasures: An Uncommon Guidebook. Harper & Row (1971).

Smith, Thelma E. Guide to the Municipal Government of the City of New York. Meilen Press (1966).

Tauber, Gilbert & Kaplan, Samuel. The New York City Handbook. Doubleday (1968).

New York City History Resources

The following resources are particularly helpful in any study of local and New York City history. Museum, and libraries, public libraries (with local history and special subjects), local historical societies, and pre-1800 houses (open to the public) and borough arts councils are included. Because some of the resources are open by appointment only, call first or write a letter requesting access. Other valuable resources can be found in the records of churches and synagogues, banks, corporations, local newspapers, public and private schools, and other local institutions. New York City itself should be utilized as an open lab when gathering information about its birth, growth, and future development.

Museums: Special Programs

Metropolitan Museum of Art: Experimental programs designed to meet the educational and aesthetic needs of children with handicapping conditions are conducted by Dr. Paul J. Patane, Museum Coordinator from the Board of Education assigned to the Metropolitan Museum of Art. Pre-museum visit teacher orientations and consultive conferences (by appointment) are designed to assist teachers to plan a class visit to the museum, and include related follow-up classroom learning activities, with emphasis on language development, reading, conceptual and perceptual growth through creative art experiences, and art appreciation teaching units. In-service courses are also offered during the academic year, designed to teach teachers to use the museum's collection and educational resources to plan instructional units relating the arts to all areas of the curriculum.

For staff-guided and teacher-guided museum class visits and programs, call Mr. Charles Steiner, Metropolitan Museum of Art, #TR 9-5500, ext. 683. For in-service courses, teacher conferences, and workshops, call or write to Dr. Paul J. Patane, Museum Coordinator, Metropolitan Museum of Art, New York, N.Y. 11028; telephone #TR 9-5500, ext. 310.

American Museum of Natural History, Alexander M. White Natural Science Center: The A.M. White Natural Science Center is a teaching exhibit designed to awaken city children to the natural world surrounding them in New York City. Exhibits include "A Vacant Lot," "A Crack in the Sidewalk," "Under the Street," "Parks," "Salt Water, Fresh Water," and "City Sounds." Grades 1-2 are admitted on Wednesdays only; Grades 3-9 are admitted Tuesdays, Thursdays, and Fridays. Telephone #873-7320 for appointments, which include lunch arrangements. All trips must be registered at least three weeks in advance, and teachers will receive confirmation slips for entrance to the museum. (Each child must pay an admission fee. The museum suggests 75¢, but the amount can vary.)

The museum also offers a workshop on weekday afternoons, for individual teachers or a group of teachers, to help prepare classes for a museum visit. For an appointment, telephone Tuesdays or Thursday, 2-4 p.m., #873-1300, ext. 254.

Circulating exhibits, including mounted animal specimens, exhibits of man in traditional environments, anatomy, and many others, are available to classes or schools on loan for 14 school days. Requests must be made by telephoning #873-1300, ext. 251, on Wednesdays between 9:15 a.m. and 3:30 p.m. The museum will deliver the loan exhibits in Manhattan and the Bronx; teachers in other boroughs must come to the museum to pick them up.

Museums and Libraries: Manhattan

American Academy of Arts & Letters
633 West 155th Street
New York, N.Y.
Tel: AV 6-1480

American Geographical Society
Broadway and 156th Street
New York, N.Y.
Tel: AD 4-8100

American Museum of Immigration
Statue of Liberty
Liberty Island, N.Y.

American Museum of Natural History
Central Park West & 79th Street
New York, N.Y.
Tel: 873-1300

American Numismatic Society
Broadway and 156th Street
New York, N.Y.
Tel: AU 6-3030

Children's Art Carnival
641 St. Nicholas Avenue
New York, N.Y.
Tel: 234-6266

Chinese Museum
7 Mott Street
New York, N.Y.
Tel: WO 4-1542

El Museo del Barrio
1230 Fifth Avenue
New York, N.Y.
Tel: 831-7272

Federal Hall National Memorial
15 Pine Street (Nr. Nassau St.)
New York, N.Y.
Tel: 344-3830

Fire Department Museum
104 Duane Street
New York, N.Y.
Tel: RH 4-1000

Guggenheim Museum
Fifth Avenue at 89th Street
New York, N.Y.
Tel: EN 9-5110

The Hispanic Society of America
Broadway and 155th Street
New York, N.Y.
Tel: 690-0743

The Jewish Museum
1109 Fifth Avenue
New York, N.Y.
Tel: RI 9-3770

Metropolitan Museum of Art
Fifth Avenue at 82nd Street
New York, N.Y.
Tel: TR 9-5500

Museum of American Folk Art
49 West 53rd Street
New York, N.Y.
Tel: 581-2474

Museum of American Indian
Broadway and 155th Street
New York, N.Y.
Tel: AU 3-2420

Museum of the City of New York
Fifth Avenue at 104th Street
New York, N.Y.
Tel: 534-1672

Museum of Contemporary Crafts
29 West 53rd Street
New York, N.Y.
Tel: CI 6-6840

Museum of Modern Art
11 West 53rd Street
New York, N.Y.
Tel: 956-6100

National Academy of Design
1083 Fifth Avenue at 90th Street
New York, N.Y.
Tel: EN 9-4880

New York Cultural Museum
2 Columbus Circle
New York, N.Y.
Tel: 582-2311

New York Historical Society
170 Central Park West at 77th Street
New York, N.Y.
Tel: 831-3400

New York Jazz Museum
125 West 55th Street
New York, N.Y.
Tel: 765-2150

New York Society Library
53 East 79th Street
New York, N.Y.
Tel: BU 8-6900

Pierpont Morgan Library
29 East 36th Street
New York, N.Y.
Tel: 685-0008

Police Department Museum
Policy Academy
235 East 20th Street
New York, N.Y.
Tel: 677-113

Seamen's Church Institute of New York
15 State Street
New York, N.Y.
Tel: 269-2710

South Street Seaport Museum
16 Fulton Street (Nr. South Street)
New York, N.Y.
Tel: 766-9020

The Studio Museum in Harlem
2033 Fifth Avenue
New York, N.Y.
Tel: 427-5959

Whitney Museum of American Art
Madison Avenue at 75th Street
New York, N.Y.
Tel: 249-4100

Museums and Libraries: The Bronx

Bronx Museum of the Arts
Bronx County Building
Grand Concourse and 161st Street
Bronx, N.Y.
Tel: 681-6000

The Ethnic Heritage Learning Center
708 East Tremont Avenue
Bronx, N.Y. 10460
Tel: 299-3654

Hall of Fame for Great Americans
Bronx Community College
181st Street and University Avenue
Bronx, N.Y.

Museum of Bronx History
Valentine-Varian House
3266 Bainbridge Avenue
Bronx, N.Y.
Tel: 881-8900

Wave Hill Center for Environmental
Studies
675 West 252nd Street
Bronx, N.Y. 10471
Tel: 668-1073

Museums and Libraries: Brooklyn

Brooklyn Children's Museum
1530 Bedford Avenue
Brooklyn, N.Y.
Tel: 774-2900

Brooklyn Museum
188 Eastern Parkway & Washington
Avenue
Brooklyn, N.Y.
Tel: NE 8-5000

Long Island Historical Society
128 Pierrepont Street
Brooklyn, N.Y.
Tel: MA 4-0716

Museums and Libraries: Queens

The Hall of Science
Flushing Meadows-Corona Park
Flushing, N.Y.
Tel: 699-9400

Queens Museum
New York City Building
Flushing Meadows-Corona Park
Flushing, N.Y.
Tel: 592-2406

The Storefront Museum
162-02 Liberty Avenue
Jamaica, N.Y.
Tel: 523-5199

New York Public Library
Fifth Avenue and 42nd Street
New York, N.Y. 10018
Tel: 0X 5-4200

Schomburg Center for Research in
Black Culture
103 West 135th Street
New York, N.Y.
Tel: 794-4000

Public Libraries: Bronx

Fordham Library Center
2556 Bainbridge Avenue
Bronx, N.Y.
Tel: 933-5200

Museums and Libraries: Staten Island Public Libraries: Queens

Garibaldi-Meucci Memorial Museum
420 Tompkins Avenue
Rosebank, S.I., N.Y.
Tel: GI 2-1608

Queens Borough Central Library
89-11 Merrick Boulevard
Jamaica, N.Y.
Tel: 739-1900

High Rock Park Conservation Center
200 Nevada Avenue
Egbertville, S.I., N.Y.
Tel: 987-6233

Public Libraries: Brooklyn

Brooklyn Public Library
Ingersoll Building
Grand Army Plaza
Brooklyn, N.Y.
Tel: 636-3111

Staten Island Historical Society
Court and Center Streets
Richmondton, S.I., N.Y.
Tel: 351-1611

Public Libraries: Staten Island

Staten Island Institute of Arts
and Sciences
75 Stuyvesant Place and Wall Street
St. George, S.I., N.Y.
Tel: 727-1135

St. George Library Center
10 Hyatt Street
St. George, S.I., N.Y.

Public Libraries: Manhattan

Library and Museum of the Performing
Arts
Lincoln Center
111 Amsterdam Avenue
New York, N.Y.
Tel: 759-2200

Municipal Reference and Research
Center
Municipal Building
Centre and Chambers Streets
New York, N.Y.
Tel: 566-4284

Historical Societies: The Bronx

Bronx County Historical Society
Valentine-Varian House
3266 Bainbridge Avenue
Bronx, N.Y.
Tel: 881-8900

Kingsbridge Historical Society
144 West 228th Street
Bronx, N.Y.

Historical Societies: Brooklyn

Gravesend Historical Society
1937 West 6th Street
Brooklyn, N.Y.

Greenpoint Historical Society
431 Graham Avenue
Brooklyn, N.Y.

Kingsborough Historical Society
Kingsborough Community College
2001 Oriental Boulevard
Brooklyn, N.Y.

Long Island Historical Society
128 Pierrepont Street
Brooklyn, N.Y.

New Utrecht Historical Society
1827 84th Street
Brooklyn, N.Y.

Society for the Preservation of
Weeksville and Bedford-Stuyvesant
History
1698 Bergen Street
Brooklyn, N.Y.

Historical Societies: Manhattan

New York Historical Society
170 Central Park West and 77th
Street
New York, N.Y.
Tel: 873-3400

Historical Societies: Queens

Bayside Historical Society
40-03 219th Street
Bayside, N.Y.

Flushing Historical Society
98-18 32nd Avenue
East Elmhurst, N.Y.

Queens Historical Society
143-35 37th Avenue
Flushing, N.Y.
Tel: 939-0647

Historical Societies: Staten Island

Staten Island Historical Society
Court and Center Streets
Richmondtown, S.I., N.Y.
Tel: 351-1611

Pre-1800 Houses: The Bronx

Valentine-Varian House
3266 Bainbridge Avenue
Bronx, N.Y.
Tel: 881-8900

Van Cortlandt Mansion
Van Cortlandt Park
Broadway and 242nd Street
Bronx, N.Y.

Pre-1800 Houses: Brooklyn

Jan Martense Schenk House
Brooklyn Museum
Eastern Parkway
Brooklyn, N.Y.

Lefferts Homestead
Prospect Park
Flushing Avenue and Empire Blvd.
Brooklyn, N.Y.

Pre-1800 Houses: Manhattan

Abigail Adams Smith House
421 East 61st Street
New York, N.Y.
Tel: TE 8-5489

Dyckman House
Broadway and 204th Street
New York, N.Y.

Fraunces Tavern
54 Pearl Street at Broadway
New York, N.Y.
Tel: 425-1776

Hamilton Grange National Memorial
287 Convent Avenue
New York, N.Y.

Morris-Jumel Mansion
Edgecombe Avenue and 160th Street
Tel: WA 3-8008

Pre-1800 Houses: Queens

Bowne House
37-01 Bowne Street
Flushing, N.Y.

Friends Meeting House
137-16 Northern Boulevard
Flushing, N.Y.

King Mansion
King Park on Jamaica Avenue
Bet. 150th and 153rd Streets
Jamaica, N.Y.

Kingsland Homestead
Weeping Beach Park
143-35 37th Avenue
Flushing, N.Y.

Pre-1800 Houses: Staten Island

Bilion-Stillwell-Perine House
1476 Richmond Road
Staten Island, N.Y.
Tel: 987-7379

Conference House
Conference House Park
Tottenville, S.I., N.Y.

Richmondtown Restoration
Court and Center Streets
Richmondtown, S.I., N.Y.
Tel: 351-1611

Borough Arts Councils

The Bronx Council on the Arts
57 East 184th Street
Bronx, N.Y. 10468
Tel: 733-2100

The Brooklyn Arts & Cultural
Association
200 Eastern Parkway
Brooklyn, N.Y. 11238
Tel: 783-4469

The Harlem Cultural Council
170 West 130th Street
New York, N.Y. 10027
Tel: 831-5292

The Queens Council on the Arts
218-14 Jamaica Avenue
Queens Village, N.Y. 11428
Tel: 479-3666

The Staten Island Council on the Arts
15 Beach Street
Staten Island, N.Y. 10304
Tel: 448-7877

Teletrainer

The New York Telephone Company has available a communications program for the elementary grades called Telezon. Telezon is a package of teaching aids for classroom use, including a teacher's book, film, film strips with accompanying audio cassettes, wall charts, and spirit duplicating masters, spanning levels K-6. Several of the units are designed to be used in conjunction with the Teletrainer, of two telephones linked to a control unit that produces ringing signals, dial and busy tones, and amplification of conversation for class evaluation. The Teletrainer and other materials can be used to teach the children how to use the telephone for social and emergency purposes. One unit covers the kinds of work done by people in the telephone company, and the skills and abilities required for these jobs.

A special education program, "Speaking Over Barriers," was developed to teach children to use the telephone for social, business and emergency purposes, and to help them strengthen their communications and language arts skills. Teaching aids, designed to use with the Teletrainer, consist of a flip chart, set of flash cards, and a teacher's guide.

To request the Teletrainer and either program, contact the Office of Education Relations, 140 West Street, New York, NY 10007, telephone 732-9861. All five boroughs should use the same number.

Neighborhood Projects

In 1977, The Citizens Committee for New York City, Inc. put out the New York Self Help Hand Book, researched and written by Karin Carlson, an invaluable step-by-step guide to neighborhood improvement projects. It gives the who-what-how-when-where of taking action to better our city. Copies are available from:

The Citizens Committee for New York City, Inc.
630 Fifth Avenue, Room 306
New York, N.Y. 10020

telephone: 975-1050

Cities

The following books describe urban centers in the United States and the rest of the world.

Fiedler and Feeney. Inquiring About Cities. Holt, Rinehart and Winston, 1972.

Dicker, Sanders, Ingraham, and McAulay. Urban America: Problems and Promises. W.H. Sadlier Inc., 1971.

Cutler, Senn, Zevin, Branson and Ratcliffe. Urban Communities. Charles E. Merrill, 1978.

Commercial Materials

The DLM Written Language Card--Careers (No. 373) is particularly useful for this unit. Write to:

DLM
7440 Natchez Avenue
Niles, Illinois 60648

Trips

The following list of trip and recreational activities was compiled by the New York Urban Coalition in October of 1978.

Bureau of Ferry and General
Aviation Operations
Battery Maritime Building
New York, New York 10004
248-8228

Ferry ride from lower Manhattan to Staten Island, free to public schools. Passes for trip must be requested in writing on organization's letterhead. One adult to 10 children.

The Department of Sanitation
The City of New York
125 Worth Street, Rm. 731
New York, New York 10013
566-5527
Contact: Director of Public Affairs

The Department of Sanitation gives free guided tours of land fills, incinerators, and marine transfer stations for children ten years old and up. Wednesday through Friday. Write in advance.

The Edgar Allan Poe Cottage
East Kingsbridge Road & The Grand Concourse
Bronx, N.Y. 10458
881-8900

Edgar Allen Poe's last home from 1846-1849, where his wife Virginia died and he penned "Annabel Lee," "The Bell," "Ulalume," and other great works. Open Wednesday thru Friday 1-5 p.m., Saturday 10 a.m. to 4 p.m. and Sundays 1-5 p.m. Admission is 50 cents to the public; children under 12 accompanied by an adult free. Guides are present to lead visitors through the Cottage. An audio-visual presentation, "Edgar Allan Poe at Fordham," is also shown.

Eastman Kodak
1133 Avenue of the Americas
New York, New York 10036
262-6106
Regional Director: J.H. Maynard

Kodak features exhibits of photographs and color transparencies. Specialists on duty to answer questions on picture-taking. Gallery open Monday noon-5 PM; Tuesday through Saturday, 9:30 AM-5:00 PM.

Ellis Island (Statue of
Liberty National Monument)
Liberty Island
New York, New York 10004
(212) 732-1236

The historic immigration station where immigrants were processed is open from May through October. Visitors are given a one hour guided tour. Reservations and additional information are available from Circle Line, Inc., 269-5755.

Fashion Institute of Technology
227 West 27th Street
New York, New York 10001
760-7760
Contact: Galleries Office

The fashion galleries are open free to the public Tuesday 10:00 a.m. to 9:00 p.m. (June, July, August), Wednesday 10:00 a.m. to 9:00 p.m.; Thursday-Saturday 10:00 a.m. to 4:00 p.m. Closed Sunday, Monday, and holidays. Call for exhibit information. Reservations necessary for large groups.

General Motors Exhibit
767 Fifth Avenue
New York, New York 10022
486-4518

The exhibit features engineering displays for all age groups. Monday-Friday, 9:00 a.m.-9:00 p.m.; Saturday, 10:00 a.m.-6:00 p.m. No reservations necessary. Admission free.

Hall of Science of the City of New York
Flushing Meadows-Corona Park
P.O. Box 1032
Flushing, New York 11352
699-9400
Contact: Joan Munzer

The Hall of Science features exciting exhibits relating to Biology, Chemistry, Earth Science, Photography, Physics, Math, Astronomy, Space Exploration, Environmental Science, Energy, and Amateur Radio. Principal exhibits include: "A Nuclear Adventure," "Think Metric," "Oceanography," "Technology of New York City," "A History of Stereoscopic Photography"; a Planetarium with sky shows changed bi-monthly, and an amateur radio station. Temporary traveling exhibits, science films, lectures, and demonstrations in chemistry, flight, lasers, energy, static electricity, and sound. Regularly-scheduled courses for adults and children. Admission: \$1.00 adults, 50 cents senior citizens and students; 25 cents for children under 12. Planetarium admission is 50 cents. Special programs for school groups and Out-Reach programs for schools are available on request.

International Ladies Garment Workers Union
Education Department
1710 Broadway
New York, New York 10019
CO 5-7000

ILGWU offers a free 3-hour guided tour on garment-making. Reservations necessary at least one month in advance. Open Monday through Thursday, 10:00 a.m.-1:00 p.m.

New York City Transit
Authority Bus Headquarters
25 Jamaica Avenue
Brooklyn, New York
498-1130

Free two-hour guided tour of
the bus headquarters available.
Reservations necessary 2 weeks
in advance; 1 adult must
accompany every 6 children.

New York City Transit Authority
Public Transit Exhibit
Boerum Place and Schermerhorn
Street
Brooklyn, New York 11201
330-3060

One to two-hour guided tours
show subway and bus equipment,
an operating control tower, old
and new subway cars, models of
trolleys and elevated cars,
and other exhibits. Movie and
slide shows. Admission 50 cents
for adults, 25 cents for
children under 18. Telephone
for reservations.

Books for Children

- Bacmeister, Rhoda. People Downstairs and Other City Stories. Coward.
- Brenner, Barbara. Barto Takes the Subway. Knopf.
- Brooks, Gwendolyn. Bronzeville Boys and Girls. Harper.
- Colby, C.B. Night People. Coward.
- Coleman, Hila. Peter's Brownstone House. Morrow.
- Denzer, Ann. Tony's Flower. Vanguard.
- Gelb, Donald. What Shall I Be From A to Z? National Dairy Council.
- Grifalconi, Ann. City Rhythms. Bobbs Merrill.
- Grossbart, Francine. A Big City. Harper & Row.
- Hamond, Penny. My Skyscraper City. Doubleday.
- Keating, Norma. Mr. Chu. Macmillan.
- Keats & Cherr. My Dog Is Lost. Crowell.
- Miles, Betty. Feast on Sullivan Street. Knopf.
- Paull, Grace. Come to the City. Abelard Schuman.
- Pitt, Valerie. Let's Find Out about the City. Franklin Watts.
- Pine, Tillie. The Indian Knew. McGraw Hill.
- Rhodes, Dorothy. How to Read a City Map. Elk Grove.
- Sasek, Miroslav. This is New York. Macmillan.
- Williams, Barbara. I Know a Mayor. Putnam.
- Willis, Wilma. My Favorite City. Elk Grove.

THEME: WORLD ENVIRONMENTS

The Scope and Sequence of Skill Areas that are specifically developed for this theme include the following:

Behavioral Skills (Affective)

- * Spatial Orientation
- * Personal Adjustment
- * Social Adjustment
- * Decision Making

Practical Skills (Cognitive)

- * Critical Thinking
- * Communication and Language
- * Locating and Gathering Information
- * Map and Globe
- * Interpreting Graphics
- * Time and Chronological Orientation
- * Career Education
- * Urban

Earth has been compared to a spaceship: a self-contained capsule, moving through space, containing all the systems needed to sustain life.

The study of human life on Earth necessarily begins with a study of the environment. The environment is the stage on which human history is enacted. Cultural patterns emerge in response to the interplay of man and the natural environment. In all geographic and climatic regions, groups of people are faced with the challenge of using natural conditions to satisfy basic needs and improve the quality of life.

This theme prepares the children for the lifelong study of human culture and history. It begins by creating a geographical context for culture and history, and goes on to present ways in which culture evolves as people live in and use the environment. A rich fund of general information about Planet Earth is developed so that the students can understand why people in New York City live in brick buildings, people in the deserts of the middle east prefer tents, and people in the Philippines build with wood and reeds. The students then will have a geographical background into which to fit information about the trips of Columbus and other explorers, or events in foreign countries.

Contemporary students, who have grown up with exposure to television and movies, will have a base of general information about what different climates and geographical regions look like. Because of the multi-ethnicity of New York City, many students have directly experienced other environments (they may have come from or visited Puerto Rico, the Dominican Republic, South America, Hong Kong, Italy, or other parts of the United States). Thus, the students will have an initial understanding of, and motivation to pursue, a study of the interrelationship between geography, climate, and culture. This theme unifies the general observations students make and asks them to manipulate information to solve problems.

This theme is divided into two parts. The first part is centered on developing a geographical context in which to place the activities of human beings. It includes the study of land forms and climates, and shows how these combine to result in a total environment. It involves work with maps, graphics and reference materials. The purpose of the second part is to apply the information already gathered: to show how people live in different environments on Earth, how they use the natural resources present in their particular environment, and how they create the elements of culture that make them unique.

When studying this theme, teachers are asked to make decisions about the time of year during which the material will be studied. A teacher might cover Part I during the fall term and Part II during the spring term; or, a teacher may want to divide the two parts over a period of two school years. The critical factors in this decision should be the skills levels the students (their ability to gather information, and their readiness to comprehend such abstract concepts as distant spatial relationships and unfamiliar geography) and the time considerations of their individual learning styles and needs.

Students in special education should utilize reading and writing skills to gain and process information. They should be encouraged to do so, to the extent that they are able. Doing so will bring them that much closer to a move into the mainstream, and will begin to prepare them to pass the Basic Competency Test which is needed to get a high school diploma.

Finally, teachers are urged to be creative in their use of this theme. The activities given here are only basics--teachers will want to supplement them with strategies and materials that are suited to their own and the student's needs, special interests, and abilities.

Skills Development: Behavioral Skills (Affective)

Spatial Orientation

- * Knows and locates cardinal directions (north, south, east, west)
- * Knows and locates intermediate directions (northeast, southeast, northwest, southwest)
- * Uses a compass accurately to ascertain directions

Personal Adjustment

- * Tolerates stressful situations
- * Develops a good decision-making process
- * Thinks over situations before acting, taking consequences into consideration

Social Adjustment

- * Initiates sensible conversations with adults and peers
- * Acquires increasingly better powers of judgement

Decision-Making

- * Predicts outcomes of alternatives
- * Compares similarities and differences between possible alternatives
- * Asserts tentative conclusions and tests them
- * Considers the consequences of different decisions
- * Develops a systematic approach to decision-making

Critical Thinking

- * Predicts logical outcome from given facts
- * Explains concepts by describing their component factors
- * Defines a topic
- * Summarizes information

Communication and Language

- * Copies written information into notebook
- * Keeps a social studies notebook or folder
- * Writes sentences to express ideas, use key words, answer questions
- * Writes ideas in sequence

Locating and Gathering Information

- * Reads to find facts
- * Uses an encyclopedia and an atlas
- * Knows the parts of a book
- * Uses a table of contents

Map and Globe

- * Locates and interprets map Legend and Scale of Miles
- * Uses compass to find cardinal and intermediate directions
- * Finds equator, hemispheres, and poles on maps and globes
- * Understands how rotation and revolution of earth cause daily and seasonal cycles
- * States purpose of and uses physical, political, weather, and product maps
- * Locates continents and oceans
- * Identifies geographic formations

Interpreting Graphics

- * Identifies purpose of and gleans informations from a table
- * Interprets relationships represented on a graph

Time and Chronological Orientation

- * Understands that the passage of night and day are related to the earth's rotation
- * understands how the revolution of the earth relates to the cycle of a year
- * Understands concept of time zones

Career Education

- * Describes how climate, geography, and seasons effect the availability and types of jobs in a region
- * Investigates occupational clusters in different regions of the U.S.
- * Understands the sequence of preparation needed for different kinds of work

Urban Education

- * Uses leisure time to advantage
- * Develops ability to form opinions, make judgments, and follow through on own decisions that affect own adaptation to an ever-changing environment

Key Concepts

1. Earth is the planet on which we live: its status as a planet in the solar system, its rotations on it axis and revolutions around the sun are responsible for many of the environmental factors that affect our daily lives.
2. Earth is like a spaceship: it contains life-support system.
3. The surface of the Earth is varied in geography and climate.
4. We use maps and globes to gain information about the environments on Earth.
5. People live in different environments on Earth.
6. Different environments contain different natural resources.
7. People use natural resources in many ways.
8. Differences in environment result in different life styles.

9. People create unique cultures when they use the natural resources present in each environment to solve the problems of survival.
10. We are now in a time of environmental crisis.

Objectives

1. To gain a global perspective of the self as a resident of Planet Earth;
2. To develop a geographical awareness, enabling the child to examine life in different environments and the history of human activity on Earth;
3. To develop map and globe skills in order to gather information about Earth;
4. To see how the nature of an environment affects the way people live in it;
5. To see how environment affects our daily lives;
6. To study ways in which people live and develop cultures in different environments on Earth;
7. To learn how people use the resources present in their environment;
8. To develop respect for, and values about, the use of natural environments and resources on Earth.

At Home on Spaceship Earth

Skill

1. Child will identify Earth as our home planet.

Language

Earth
planet
solar system
space
space capsule
astronaut
planetarium

Activities

1. Teacher can...
 - a. help the children make a list of things they would tell a visitor from outer space about the appearance and important characteristics of Planet Earth (e.g., land masses, oceans, deserts, mountains);
 - b. have the children design a plaque to put on the outside of an imaginary space capsule that will travel to other planets. The plaque should communicate, through drawings and symbols, where Earth is located in the solar system and what it is like, for the benefit of any intel-
ligent beings who might see it. Compare the plaque the children design to the actual one being used in the space program (the plaque appears in almost all NASA publications);
 - c. create an Earth Center in the class-
room. Include a globe, maps, a compass, posters, charts, books, magazines, and audio-visuals relating to Planet Earth. Encourage children to help build a small museum display about earth by bringing in rocks, pieces of wood, soil samples, etc., that would relate to the theme of Planet Earth.

Skill

2. Child will:

- a. define "life support system" as an environment that meets the biological needs for human survival (e.g., food, water, oxygen);
- b. compare earth to spaceship (both provide a life-support system for humans, animals, and plants).

Language

life support system
survive
survival
intergalactic
galaxy

Activities

2. Teacher can:

- a. explain to the children that Earth has been compared to a spaceship. Ask them to interpret this statement, and to explain why they think it is a strong or weak comparison;
- b. have the children make a list of the things humans need in order to survive, and a list of things they might want in order to improve life. Make a chart illustrated with drawings and/or cut-out pictures showing how we satisfy our needs and wants on Earth;
- c. have the children name and describe systems that would be needed on a spaceship to be used for a long intergalactic journey. Have them imagine and draw what a spaceship with these systems would look like. Their illustrations can be presented as a poster, or become the theme of a language experience story that is created in daily installments, describing how the class, a group of scientists and astronauts, is solving the problem of constructing a life support system;
- d. ask the children to speculate about what would happen on "their" spaceship (activity 2c or on Spaceship Earth, if one of the life support systems (e.g., energy) became weakened as a language experience adventure, or as a drama or taped radio play.

Skill

3. Child will describe Earth's position in the solar system.

4. Child will describe the movement of Earth around the sun and around its own axis, stating that this movement causes cycles of seasons and day and night.

Language

rotation
axis
revolution
cycle
sun's rays
season
myth

Activities

3. Teacher can:

- a. arrange a trip to the Hayden Planetarium (or other local planetarium) to study Earth's status as a planet in the solar system;
- b. help students find books and/or other materials showing the structure and movement of the solar system. Let the children interpret their findings by making charts showing the planets arranged around the sun. Encourage them to make tables giving such information as relative planet sizes, distances from the sun, temperatures, lengths of yearly and daily cycles, etc.;
- c. have the children use clay, papier-mache, or paper to make models of the solar system.

4. Teacher can:

- a. make a model of Earth on its axis by running a thin dowel or skewer through a rubber ball or orange. Demonstrate how the mass of the ball rotates around the axle. Show the children how the Earth tilts on its axis;
- b. develop the concept that Earth rotates on an imaginary axis by having the children play with and study the spinning of tops. Invite the children to bring in different kinds of tops. Let the children make observations about the movements of the tops around a central axis. Compare this movement to the movement of the earth on its axis;
- c. make a collection of familiar objects that rotate on an axis or axle (e.g., tops, wheels, propellers, gyroscopes);

SkillActivities

- d. use a globe or spherical object (orange, ball) to represent the Earth on its axis. Use another spherical object (or a flashlight) to represent the sun. Show how the Earth revolves around the sun. (If a flashlight is used, dim the lights and show how half the Earth is in "day" and the other half in "night" at any given time.) Explain how this revolution causes the cycle of days and nights and the cycle of seasons through the year (one revolution around the sun);
- e. use a globe or other model of planet Earth to show how Earth tilts on its axis in its movement around the sun. Earth's tilt, which is responsible for the seasons, also can be shown on a chart or chalkboard illustration;
- f. have the children act out the movement of the earth on its axis and in its revolution around the sun. Chalk the movement patterns on the schoolyard pavement for the children to follow;
- g. have the children observe the sun's movement in the sky by making a record of their shadow changes. Pair the children off and take them to a spot in the schoolyard early in the day. Have them trace one another's feet and shadows with chalk. Return at intervals throughout the day, tracing shadows and comparing changes;
- h. help the children explore how, in other times, people understood the movement of the earth and the causes of day and night and the seasons very differently from the way we understand them today. Find the children's versions of myths from different cultures that explain the rising and setting of the sun and the changes of the seasons. (The Greek myths of Phaeton and the sun's chariot, and of Persephone and the pomegranate, are good examples of myths that explain the daily and seasonal cycles respectively.)

Viewing the Shape of Spaceship Earth: Map and Globe Skills

Skill

1. Child will identify and define many different kinds of maps and globes.

Language

map
globe
model
sphere
physical map
political map
road map
railroad map
weather map
relief map
topographical map

Activities

1. Teacher can:
 - a. start a collection of maps and globes brought in by the teacher and/or children, examining each and identifying its primary use. Display the collection, with identifying captions, on a bulletin board;
 - b. have the children make a list of occasions when people use different kinds of maps. List the different kinds of maps. Arrange this information as a chart, bulletin board, or scrapbook;
 - c. help the children write to the U.S. Geographical Survey for topographical maps of their area and areas they are studying;

For areas east of the Mississippi:

U.S. Geographical Survey
1200 South Eads Street
Arlington, Virginia 22202

For areas west of the Mississippi:

Federal Center
Denver, Colorado 80225

Help the children write for these maps, or contact the office of their Congressperson, to obtain the pamphlet, Types of Maps Published by Government Agencies. This pamphlet gives samples of many kinds of maps (weather maps, aeronautical charts, railroad maps);

Skill

2. Child will define: globe (a spherical model of the surface of the Earth); map a flat representations of all or part of Earth's surface.

Activities

- d. help the children find out about NASA's Landsat program. Landsat images have provided us with Earth maps taken from space, through a technique called remote sensing. Information about Landsat can be obtained from:

The Office of Public Affairs
NASA
Washington, D.C. 20546

Landsat photos of a specific area are available for a fee and can be requested by writing to:

The Eros Data Center
Sioux Falls
South Dakota 57198

2. Teacher can:

- a. present a globe. Ask the children what it shows. Help the children arrive at the conclusion that a globe is a small model of Earth. The globe and the Earth are both spheres. Have the children speculate about why a globe (as opposed to a map) is helpful, and why we also need maps;
- b. show the children an orange, and ask them to pretend that it is a globe. Ask them to pretend that they are going somewhere later in the day, and must take the globe with them. Would they want to carry it? What would be more convenient? Ask the children to solve the problem of making a flat representation (map) of Earth's surface. Show them, or let them discover, that the round surface of the Earth, like that of the orange, cannot be converted into a flat, rectangular map without creating distortion. Let the children compare the globe to a Mercator projection map (on which the size of Greenland and the area of the North and South Poles is distorted) to find the

Skill

3. Child will read map symbols for land and water to discover that Earth's surface is covered with land masses and large bodies of water.

Language

symbol
land mass
body of water
ocean
continent
North America
direction
North
South
East
West

Activities

inconsistencies. If other types of projections are available share these with the children, explaining that different people have solved the problem of making a flat map of a round earth in different ways;

3. Teacher can:

- a. provide xeroxed maps or appropriate workbooks containing outline maps. Help children decide which areas should be colored green (land masses) and which blue (water);
- b. have the children make jigsaw puzzles of the land and water masses on earth by coloring outline maps of the world, pasting them to oak tag sheets, cutting out land and water areas and cutting them into pieces;
- c. encourage the children to assemble their own map puzzles or commercially-made map puzzles;
- d. have the children trace outline maps of the world and color the land areas heavily in "earth colored" (shades of brown, green yellow) wax crayons. Paint over the whole map with diluted blue water color or India ink. The crayoned "land areas" will resist the blue wash, revealing a pattern of separate land and water areas. Label directions, continents, and oceans. Help the children locate and name their own continent-- North America.

Skill

4. Child will examine maps to identify and explain the concepts of: equator, pole, hemisphere, continent, latitude, longitude.

Activities

4. Teacher can:
- a. provide rexographed maps or workbooks. Use a separate lesson for each concept, adding each feature to the same map and building more complicated questions by using the concepts previously introduced. For example:
 1. Which continents are entirely in the Northern Hemisphere?
 2. Which continents are entirely in the Southern Hemisphere?
 3. Which continents are in both the Northern and Southern Hemispheres?
 4. List the seven continents. (Note that Europe and Asia are really one land mass.)
 - b. help the children make a globe by covering a large plastic ball with papier-mache. Paint the surface of the ball blue to symbolize water. Attach land masses made of textured materials (e.g., sandpaper, felt, plastic). Encourage the children to discuss and solve problems of planning correct proportions and of placing the land masses correctly on the globe. To help solve these problems, introduce the concepts of equator, poles, hemispheres, latitude, longitude. The end product of this activity should be a working globe, offering both visual and tactile information about Earth. It should be mounted in a collar made of a strip of oaktag fastened into a ring, and kept in the classroom to be used as a social studies resource.

Skill

5. Child will locate the equator, poles, and hemispheres on a globe and world map.

Language

equator
North Pole
South Pole
hemisphere
imaginary

Activities

5. Teacher can:
- a. use the globe made in activity 3a, and a commercially made globe. Point out the equator to the children and ask how it can help them find the right places for their land masses. Help them draw the equator onto their globes. Point out that the equator is an imaginary line that does not exist in reality; that it marks the widest point around the Earth; and that the land areas close to the equator are very hot. Repeat this procedure for the poles. Name the land above the equator the northern hemisphere, and demonstrate what is meant by hemi (half) and sphere (globe). Mark off the eastern and western hemispheres. Let the children name the hemispheres in which each continent is located;
 - b. use an orange as a model for the earth. Let the ends of the orange represent the poles. Use a marker to draw a line for the equator. Discuss the concepts of equator, poles, and hemispheres with the children;
 - c. ask the children to find the poles and equator on different kinds of maps;
 - d. have the children collect pictures of places that are located near the poles or near the equator. Post the pictures on a bulletin board. Introduce the association between geographical location and climate by connecting pictures to map locations with pieces of colored yarn.

Skill

6. Child will locate and interpret legends on map.

Language

legend
key
scale of miles

7. Child will use a compass to find cardinal and intermediate directions.

Language

direction
compass
compass rose
cardinal direction
north-south-east-west
intermediate direction
northeast, northwest
southeast, southwest

Activities

6. Teacher can:

- a. show the children three different kinds of maps (e.g., a physical map, a street map, a railroad map). Ask the children to describe what they see. How do they know what the colors, lines, and symbols mean? Direct their attention to the legend (key) on each map. Help them find the color key, symbols key, scale of miles. Help them interpret the map using this information;
- b. help the children create a legend for a map they will make of their classroom, school, or neighborhood. Let them choose symbols for pieces of furniture, doors, windows, study areas, etc. (or for streets, geographical formations, rivers, hills). Help them prepare legends for their maps;
- c. let the children solve map problems, using actual maps and requiring them to read map legends. For example, ask them to plan a route to travel by automobile from New York City to Atlanta, Georgia; or to plan a walking route from home to the school or public library;
- d. have the children use the scale of miles on a map to solve work problems relating to distances between two points.

7. Teacher can:

- a. introduce the compass as a tool used to find directions. Help the children study the compass and learn to read and use it. Have them prepare word cards with the cardinal and intermediate directions written on them. After the children have found the directions in the classroom, post the word cards on the appropriate walls. Use the directional terms to give (e.g., "Go and stand at the southeast side of the room");

SkillActivities

- b. let the children use a compass to navigate in the neighborhood. Have them write directions (e.g., from home to school or library), using directional terms;
- c. hold a scavenger hunt with the classroom or schoolyard. Give instructions in directional terms. Let the children locate a "treasure" by using a compass to find each clue location;
- d. have the children use a compass and a map of the schoolyard to experience cardinal and intermediate directions in a horizontal plane. (North is not "up" in actual space, though it is usually the direction toward the top of a map.) Starting at a central place, have the children use a compass to find points on the map corresponding to points in the yard. Have them describe their relationship to the points in directional terms;
- e. have the children compare their compasses to the compass rose on a map of the neighborhood or city. Have them position the map so that their compass points to the directions printed on the rose. Ask the children to point to the directions in which landmarks (e.g., the Statue of Liberty, the Whitestone Bridge, Yankee Stadium) are found;
- f. help the children make a floor map of the United States. Trace an outline map onto an overhead transparency, then project the map onto a sheet of plastic (about 4' x 6') hung on the wall. The children can trace the map onto the plastic. Draw in a compass rose. This very large map can now be used as a game board that the children can walk on. Invent geography games involving direction. For example, make a spinner that looks like a compass rose. Let the children spin and throw dice, moving x states in y direction. The first child to travel from New York to California wins.

Skill

8. Child will use a grid of lines of latitude and longitude to find points on a map.

Language

grid
longitude
meridian
latitude
Prime Meridian
coordinates

Activities

8. Teacher can:

- a. refer to the class collection of maps and to a commercially made globe. Point out the grid that is formed by the lines of latitude and longitude (or by the alphabet-numeral grid) on globes and maps. Encourage the children to speculate about its purpose. Explain that this grid of lines is used to help people find out where they are. Sailors have used lines of latitude and longitude to send Morse code messages for help when lost at sea. We use the grid on street maps to find points we have looked up in the index. Help the children make a list of times when people use the grids on maps;
- b. help the children examine the lines of latitude (parallels) and longitude (meridians) on a world map. Guide them to observe that the equator is 0° latitude, and that other lines of latitude are counted in degrees north or south. Find the Prime Meridian, which runs through Greenwich England, and is 0° longitude. Describe the coordinates of places the children name;
- c. give the children a large world map with latitude and longitude marked clearly on it. Ask them to give the location of the following (or other) places in terms of latitude and longitude (to the nearest whole degrees):
 - New York
 - Savannah, Georgia
 - Los Angeles, California
 - Houston, Texas
 - Cairo, Egypt
 - Tokyo, Japan
- d. give the children coordinates and have them locate points on a world map: What country is found at 20° North (latitude)? At 100° East (longitude)?

Skill

9. Child will use an atlas to find maps.

Language

atlas
reference

Activities

- e. provide street maps of New York City (New York City Visitors Bureau, 397-8222). Help the children find the grid. Name familiar or well-known places in the city. Have the children locate them on the map, first by finding their coordinates in the index, then by finding the intersection of those coordinates on the map.

9. Teacher can:

- a. take the class to the school library and show them how to find an atlas in the reference section. Let them examine it to discover that an atlas is a book of maps. Encourage them to find and name different kinds of maps in the atlas. Show them how to use the table of contents and index to find maps. Give them assignments to find specific maps in the atlas (e.g., "Find a physical map of Europe");
- b. keep an atlas in the room and encourage the children to use it frequently as a reference tool;
- c. let the children exercise their map skills by locating specific information in an atlas. Give them map questions on a reprograph form, and let them work on this activity during individualized time.

Land and Water: Ingredients for Earth's Environment

Skill

1. Child will identify and describe the major natural environments on Earth.

Language

environment
desert
grassland
prairie
pampas
savanna
steppe
mountain
forest
rain forest
needleleaf forest
broadleaf forest
arctic
polar ice cap
tundra

Activities

1. Teacher can:
 - a. introduce the major environments found on Earth: desert, grassland, mountain, forest, arctic.
Encourage children to name each picture and to describe the conditions they can observe (e.g., desert is hot, dry, and sandy; forest is full of trees and looks cool and shady).
Help the children see that there can be variations in each type of environment. A forest can be a hot tropical rain forest or a cool broadleaf forest. They are only alike in that they are areas with many trees and plants close together;
 - b. show the children a map of world environments (sometimes called ecosystems). Help them read the key to find out where different types of environments are located on Earth. Help them realize that similar environments existing in different parts of the world are given different names (e.g., grasslands are called prairies in the United States, pampas in Argentina, savannas in Africa);
 - c. help the children understand that the natural environment affects the way people live. Remind them that all people must satisfy basic needs for food, clothing, and shelter. Help them see how these needs and their solutions differ from environment to environment.

Skill

2. Child will explain that variations in the natural environment are caused by differences in climate (temperature and moisture) and geography (land form and latitude).

Language

climate
 temperature
 moisture
 geography
 terrarium
 botanical garden
 adaptation
 rainfall

Activities

Ask the children to bring in samples of foods from their ancestral or native countries. Let the children taste fruits, such as plantains and mangoes, that grow in different climates. Ask them what "treat" foods might be in different environments. Help them associate certain foods with certain kinds of environments.

Ask the children to solve environment-related problems: How would you build a shelter in a desert (or in the arctic) where there are no trees? Would this shelter be good in another environment?

- d. show a film or filmstrip about Earth's different environments (see source list at the end of this theme);
 - e. have the children monitor current events for environment-related items: problems related to weather extremes, geological occurrences, attempts to use technology to solve environmental problems.
2. Teacher can:
 - a. show the children pictures of different environments (e.g., a desert, a tropical rain forest, a continental farm). Ask them to explain how each environment is different. Encourage them to use words that relate to temperature, moisture, land form, and relationship to the equator or poles. Help the children conclude that environments differ because they have different climates and different geography;

SkillActivities

- b. plan a trip to the Museum of Natural History to study the exhibits which present various environments in detail (see Teaching Resources-Museums, Level Four, for a partial listing of museum services, guides, and workshops. Remember: an appointment is necessary);
- c. help the children prepare terrariums showing different environments. Let them draw on their fund of general information and on research (using encyclopedias, trade books about environments, and science books explaining terrarium-building) to develop a plan for a desert terrarium, a rain forest terrarium, a broadleaf forest terrarium, a grasslands terrarium, etc.

(Terrariums can be built in large pickle jars, available at no cost from coffee shops or school cafeterias.) Help the children establish the environmental characteristics and requirements of each terrarium--soil type, moisture, temperature. Encourage them to study the type of plants appropriate to each environment, noticing how each is adapted to the environment. Follow the progress of each terrarium by keeping written records and graphs. If a camera is available, the projects might be photographed. The pictures can be used to create a photo-essay illustrating and explaining the project;

Skill

3. Child will identify and define major land and water forms.

Language

sea level
plain
hill
mountain
plateau
valley
continent
ocean
coastline
river
lake
island
peninsula

Activities

- d. plan a visit to a Botanical Garden. Let the children experience directly the different environments that have been recreated there in the greenhouses. Encourage them to describe their observations and to make comparisons between the feelings they experience in different environments (e.g., both the desert and the tropical rain forest are hot, but the desert is dry and the rain forest is moist); Help the children make a table showing average temperatures (winter and summer) and rainfall in their area). Find these statistics for a desert environment, a tropical rain forest environment, an arctic environment. Compare them to the children's own environment.
3. Teacher can:
- a. show the children a big blue marble and a photograph of Earth taken from space. Explain that astronauts, looking back at Planet Earth, have said that it looks just like a big blue marble. Encourage the children to compare Earth to a marble. Earth, like the marble, is a sphere. But is Earth's surface smooth like the marbles? Lead the children to realize that the surface of our Earth is not smooth, but covered with uneven land features that rise above the sea. Establish the concept of sea level. Have the children name the land and water features they know that cause earth to have a varied surface (e.g., mountains, valleys, plateaus, plains, lakes);

Skill

4. Child will use a color key to interpret elevations on a physical map.

Language

altitude
elevation
physical map

Activities

- b. show the children a composite drawing of major land features on Earth. Ask them to find particular features on the picture, using riddles as clues: "I rise above the land. Nothing is higher than I am." (mountains); "Find me where the land meets the sea." (beach or coastline);
 - c. help the children collect pictures of land and water forms and categorize them in a bulletin board presentation;
 - d. have the children use plasticene clay to make an imaginary island. Let the island include as many different land and water forms as possible.
4. Teacher can:
- a. show the children a 3-dimensional physical map (if available). Have them touch its surface and feel the land features. Associate the color key with the tactile information the children are getting from the map;
 - b. give the children a flat physical map of a limited area (United States or New York State are suggested). Help them read the color key. Help the children mount the map on a piece of heavy cardboard. Using the color key as a guide, let the children build land features--plains, hills, mountains--out of plasticene clay;
 - c. introduce the children to a diagram showing the United States in profile. Compare the diagram to a physical map of the United States. Locate the important mountains and plains areas on each. Have the children color the profile, using the elevation key on the physical map as a color guide.

Skill

5. Child will define climate and identify different world climates.

Language

weather
season
precipitation
rainfall
moist
moisture
humid
arid
climate
environment
tropical
subtropical
semi-arid
polar
highland
continental (temperate)

Activities

5. Teacher can:

- a. present pictures of the major world climatic environments: desert, (dry tropical), tropical rain forest (humid tropical), mild subtropical, continental-temperate, polar. (Many textbooks and reference sources use different terminology to name climates. We present these here because they are inclusive and clear. Teachers are encouraged to use terminology consistent with the text used.) Use this opportunity to have children review the names of the environments and describe their climates. Use this discussion to distinguish between weather (the state of the atmosphere on a given day) and climate (the pattern of weather in a particular place over the course of the year);
- b. have the children make scrapbooks showing how climate influences people's lives. Include pictures showing how climate effects clothing, shelter, recreation, and occupation in each environment;
- c. have the children cut out pictures of clothing and assemble "wardrobes" for tropical, temperate, and polar climates. Let them present their collection as posters or booklets;
- d. help the children keep a daily record of local weather conditions and use it to draw conclusions about their own climate. They can use an outdoor thermometer, read it, and make entries on a temperature line graph. Introduce the class to other information sources (e.g., newspaper, telephone) to get data on precipitation, winds, humidity, etc. Have the class record these facts daily. Graph pages can be added as needed, and records can be kept for an entire year.

Skill

6. Child will relate climate to latitude.

Language

climate map
World Almanac

Activities

6. Teacher can:

- a. show the children a climate map of the world. Help them read the key. Use the equator and the poles as reference points. Help the children realize that most hot countries are near the equator, and cold countries are near the poles;
- b. present a diagram of the earth's revolution around the sun. Explain the relationship between climate, seasons, and the directness of the sun's rays as they hit different parts of Earth;
- c. Have the children examine the data in the World Almanac relating to temperature fluctuations in five chosen countries located at varying distances from the equator. Make a chart showing temperature ranges in each country, and relating these ranges to the distance of the country from the equator.

7. Child will describe the effect of water on climate.

Language

water cycle
precipitation table
rainfall map
weather map
World Almanac

7. Teacher can:

- a. explain the water cycle, using a chart or diagram to show that all water on Earth is constantly being recycled. Reinforce this concept by demonstrating to the children how boiling water becomes steam, which in turn condenses (on a plate or other cool surface) into water (science experiments on the water cycle can be integrated into this facet of the social studies curriculum);
- b. using the World Almanac as a data source, find temperature and precipitation tables for a hot arid country, (e.g., Egypt, Israel) and a hot humid country (e.g., Panama, Nigeria). Collect information about and pictures of various aspects of life in the countries chosen--shelter, food, clothing, occupation, etc. Compare the differences made by the presence or absence of abundant water;

Skill

8. Child will explain that climate is often the result of geographical factors.

Language

ocean currents
prevailing winds
timber line

Activities

- c. help children locate the weather map in the newspaper. Locate the key and find the symbols for rain, cloudiness, and sunshine. Let the children find out where in the United States it is raining. Compare the weather map to a climate map and/or political map of the United States. Keep records for several days. See if current precipitation patterns are consistent with climate patterns;
 - d. introduce a rainfall map of the world (or United States). Help children read the legend. Have them identify dry and wet countries (regions);
 - e. use the World Almanac and a climate map as precipitation reference materials to have the children locate countries with desert, tropical rainforest, mild subtropical, continental-temperate, and polar climates. Make a bar graph showing annual precipitation in each of these climates;
 - f. have the children build terrariums with desert and humid tropical environments. Discuss the characteristics of vegetation appropriate to each environment, showing how it is adapted for survival there.
8. Teacher can involve the children in problem-solving discussions to show that climate can be influenced by a variety of geographical factors in addition to those already discussed (e.g., altitude, ocean currents, proximity to oceans, prevailing winds). The teacher can illustrate these concepts with materials such as maps of ocean currents and prevailing winds or a graph or table with temperature and altitude information. Then, combining these concepts with the observations about climate and geography they have already made, the children can begin to solve problems related to climate and geography.

SkillActivities

Why doesn't the ocean near New York City freeze during the winter? (warm water currents)

Why doesn't the temperature in New York City drop below 0°F, whereas in Omaha, Nebraska, it is below 0° much of the winter? (proximity to ocean keeps weather near New York City from reaching extremes of heat or cold)

Why do people in England wear woolen clothing during the summer? (England is surrounded by the cold Atlantic Ocean and North Sea, which keeps it cool all year)

Why can people go skiing in the Alps during the summer? (high altitude results in cold temperatures and very short summers)

Why don't trees grow above the timber line on tall mountains? (same as above)

Why can travel companies advertise that the weather in Jamaica is no warmer during summer than during winter? (prevailing winds keep it cool)

Why are all the deserts of the United States located to the east of high mountains (the Sierras, the Rockies)? (the mountains block rainfall that is carried eastward by prevailing winds. Use profile diagram of rainfall patterns in the United States to clarify this concept)

Skill

9. Child will describe the environments that result from different combinations of climate and geography.

Activities

9. Teacher can help the children complete a master chart of information about each major type of environment (desert, tropical, rain forest, continental-temperate, polar). Show winter and summer temperatures, rainfall, type of natural vegetation, types of clothing worn, types of housing. Children may add categories of interest to them.

Natural Resources: Materials for a Life Support System

Skill

1. Child will define a natural resource and name the natural resources used to make several familiar objects.

Language

natural resource
raw material
manufacture
product

Activities

1. Teacher can:

- a. point out several familiar objects in the classroom environment--a desk, a book, a pencil, the blackboard. Ask the children to think backwards from the finished product, through the manufacturing process, to the raw materials that were used. Associate the raw material with its source in the environment, and help the children present this information in chart form.

Summarize this activity by helping the children conclude that many things we use are, or have been made from, things that come from the natural environment;

- b. help the children prepare a display in which familiar products are paired with the natural resource(s) from which they are made. For example, show several paper products (e.g., writing paper, cardboard, newspaper, paper cups) paired with a sample of wood;
- c. show the children samples of natural resources in raw form--a piece of wood, some soil, a chunk of coal, metal ore. Ask them to describe where these are found in the environment and how they are collected. Make a list of as many uses for each as the class and teacher can brainstorm (use text and trade books to augment this list);
- d. have children make scrapbooks or actual collections showing many products made from a specific natural resource. Have each child work on a different resource; later, each can show and tell the rest of the class about the collection.

Skill

2. Child will explain that the value of a resource depends on how much it is needed or wanted and how much of it there is in the world (supply).

Language

value
supply
demand

Activities

2. Teacher can:

- a. Ask the children what kinds of gifts they would buy for their parents (brother, sister, friend, loved one) if they could spend as much as they wanted. List the answers (which will include such items as diamonds, gold, Cadillacs, etc.) under the heading Expensive Gifts. Then make a list of gifts they could buy if they only had \$5.00, and call it Inexpensive Gifts. Compare the two lists.

Discuss why a diamond is so much more expensive than a book, a good pen, a scarf, or any of the \$5.00 gifts, which probably are ultimately more useful.

Through discussion, help the children realize that the value of a product is: assigned by those who need or want it (demand); related to how much of it is available in the environment (supply);

- b. play a Values Clarification Game with the class to help the children understand how value is assigned to various resource materials.

Have the children make a list of five natural resources (e.g., wood, water, stone). Then pair the children. Give each team a hypothetical situation: "You are stranded on a desert island..." or, "You are a pioneer going west in a covered wagon..." or, "You are a child living in New York City...." Ask the children to rank the listed resources according to how valuable each would be in the hypothetical given situation. Compare the lists, and have the children explain why they gave each resource the value they gave it, and how they might want to use it.

SkillActivities

Variation: Conduct this activity as an auction. Give each child \$100.00 in rexographed money (in \$5.00 and \$10.00 denominations). Make a list of at least ten resources. Explain to the children that they may spend as much as they like for any one item or divide the money to bid for more than one item. At the end of the auction, have the children explain their purchases and tell what they would do with each resource;

- c. help the children gather data about the price of gasoline over the past year. This might be done most easily by interviewing parents and/or gas station managers. The information is also available from the major oil companies.

When you have determined an average gasoline price for every month, help the children make a line graph on a large piece of oak tag with a grid drawn onto it. The graph will show the rise (or drop) in gasoline prices over the past year. Have the children form a hypothesis about why prices have changed. The teacher can encourage them to confirm their hypotheses through interviews with experts, or to find information in books, magazines, newspaper or television programs. Explain to the children that the value of a resource can change, so that it becomes worth more or less. Examine these examples with the children:

SkillActivities

Salt was once a valuable resource used both to season and (more important) to preserve food. Trade routes were established all over the world to places where salt was found. Roman soldiers were paid partly in salt. (The world salary is derived from the Roman word for salt, salarium.) Could people be paid in salt today? Explain why not? How much is salt worth now?

Rubber, when first discovered in Brazil, brought great wealth to the people who had it collected from rubber trees in the rain forests. When synthetic rubber was invented, the high price for real rubber dropped. The "rubber barons" were wiped out. The palaces they had built fell into disrepair. Is rubber still considered a natural resource today? Why or why not? Has its value changed?

Gasoline is now very valuable to people, because of its use as a fuel in automobiles. What could happen to the value of gasoline if cars that use alcohol instead of gasoline are built? Alcohol is less expensive and more convenient than gasoline to use.

Skill

3. Child will classify natural resources as mineral, biotic, or water resources, and define each term.

Language

mineral resource
biotic resource
water resource

4. Child will give examples of mineral resources and explain how they are useful to us.

Language

metal
nonmetallic mineral
crude oil
fossil fuel

Activities

3. Teacher can:

- a. elicit from the children, a list of 15 to 20 random natural resources. Introduce the categories mineral, biotic, and water. Explain that mineral resources are non-living and come from the earth; biotic resources are living or have at one time been alive; water resources are useful bodies of water (e.g., lakes, oceans, wells) or water phenomenon (e.g., rain or snow). Have the children classify the resources according to the categories on the basis of the criteria discussed;
- b. reinforce the concept presented by having the children collect pictures of mineral, biotic, and water resources to contribute to a bulletin board showing examples of each group.

4. Teacher can:

- a. review the definition of mineral resource and help the children develop a list of products in everyday use that are derived from minerals;
- b. take children on a walk through the school building or around the block. Have them make a survey of things they see that are made from mineral resources and add them to the list developed in 4a. The list might include such items as the sidewalk, metal chair, table legs, slate of a blackboard, graphite in pencils, glass in windows and light bulbs, soil in gardens and flowerpots, gasoline in automobiles, auto bodies;

Skill

5. Child will give examples of biotic resources and explain how they are useful to us.

Activities

- c. help the children further classify mineral resources into types: metals (iron, steel, aluminum), nonmetallic minerals (salt, stone, graphite), and fossil fuels (coal, crude oil, natural gas). To do this, take the list of mineral resources gathered during the surveying walk and follow the classification procedures described in activity 3a;
- d. encourage the children to find out how mineral resources are gathered. Have the children work in pairs (nonreaders paired with readers, if possible) to gather information. Assign a specific type of mineral resource to each pair of children (e.g., coal, salt, iron). Have the children use such information sources as encyclopedias, trade books, and magazines. Encourage them to write to companies that gather or use mineral resources (e.g., oil companies, mining companies, construction companies, steel mills). They are likely to receive elaborate packets of material containing information and illustrations (see Teaching Resources, Books for Teachers: General).

Use this opportunity to have children explore jobs related to the collection and preparation of mineral resources.

5. Teacher can:

- a. help students brainstorm to form a list of living things, including both plants and animals. When the children have named a variety of living things, ask them to indicate which are useful to us, and in what ways they are useful. (This information may be transferred to a chart or table later.) Help the children conclude that we use living things to provide food and raw materials for building and making things, and to help us do work;

SkillActivities

- b. give children direct experience growing, gathering, and/or using biotic resources. Help them grow vegetables in milk containers, using the opportunity to study and document growth (in scrapbooks and on graphs), and to discover how the product can be used. (Beans, for instance, can be grown quickly indoors. They can be used as a food in fresh, sprouted, and dried form; as a source of vegetable oil; as cattle feed; etc.) Give children samples of raw cotton (absorbent cotton will do) and let them twist it into fiber. Help them make yogurt from milk. Have them gather twigs and make miniature log cabins, to see why wood is milled nowadays before it is used for buildings;
- c. have children make studies of the processing of a raw biotic resource into usable products. Write to such agencies as the American Dairy Council, The Department of Natural Resources (Washington D.C.) and to other product-allied agencies for information packets.
6. Child will give examples of water resources and explain how they are useful to us.
- Language
- water cycle
reservoir
aqueduct
oxygen
atmosphere
precipitation
condensation
liquid
solid
gas
6. Teacher can:
- a. help children realize the importance of water as a resource by asking them why people can't live on the moon. They will answer that the moon has no atmosphere which is true, and a good answer. But even if we could import oxygen, what would we still need? Human life (and all biotic life on Earth) requires water. Let the children discuss how they personally use water. They will see that water is needed for nutrition, for cleanliness, for energy, for all sorts of projects, for recreation. It is also used in food processing and in the preparation of foods at home. And some foods--fish, shellfish and seaweed--can only grow in water;

Skill

7. Child will distinguish between renewable, nonrenewable and recyclable resources.

Language

renewable
nonrenewable
recycle
recyclable
photo-essay

Activities

- b. help the children discover where their drinking water comes from. They may be surprised to find that all of New York City's water comes from a reservoir upstate and is carried to the city in (only!) two large pipes, called aqueducts. The construction of a third aqueduct is under way, but has been halted by the City's fiscal crisis;
- c. explore the water cycle with the children. Help them recall the different forms of water--liquid, gas (steam), and solid (ice). Allow them to recall times when they observed or experienced each form. Introduce them to a schematic drawing of the water cycle, and have them trace it to see that all the water is constantly being recycled. Give them an opportunity to experiment with water. Let them leave a glass of water uncovered, marking its level on the glass at the beginning and close of each day. Have them compare the moisture levels of a plant sealed into a plastic bag and a plant left exposed to the atmosphere for several days. Let them fill a glass with ice cubes and watch the water condense on the outside. (These and other experiments illustrating the water cycle in action are described fully in most elementary science manuals.)

7. Teacher can:

- a. draw on current events to motivate discussion. Why are people so upset about the oil situation? How much oil is left on Earth? In what ways do we use oil? What happens when we burn it? (It's used up completely.) What will we do when the world's oil supply runs out?

SkillActivities

Extend the discussion by comparing oil to water. Does water get used up the way oil does? (Water does not get used up because it changes form when used but remains the same chemically. Oil, however, goes through a physical change when it is burned, and is chemically rearranged so that it is no longer oil.) How about trees? Could we run out of trees to supply us with wood and paper? How could people prevent this?

Through discussion, establish the categories of renewable, nonrenewable and recyclable resources. Let the children arrive at definitions by drawing on their conclusions. Encourage them to brainstorm to find other examples of resources belonging to each group;

- b. have the children make a display of resources and products that are renewable, nonrenewable, and recyclable. Accompany each item in the display with a written paragraph explaining why it is nonrenewable, or how it is renewed or recycled;
- c. take the children on a field trip to a place involved in renewing or recycling resources (e.g., a hatchery). Have the children document their trip by taking photographs of it. Follow the trip up by making a photo-essay explaining the recycling or renewing procedures observed;
- d. introduce the children to some of the economic and political problems associated with resource renewal or recycling by presenting problems for discussion.

SkillActivities

The City Council of a small midwestern town is discussing whether to pass a law requiring all food stores to sell beverages in returnable, recyclable containers as well as in disposable containers (throwaway bottles and milk cartons). They are trying to encourage the recycling of containers in order to save the energy and resources needed to make new containers. They feel the plan would be economical; would save resources; and would not cost consumers or store owners anything. The store owners, however, feel that there is a big problem. In order to sell beverages in both types of containers they would have to provide additional space in their stores. Because some of the stores are small groceries, the need for this space would mean that it would be impossible to sell a variety of other things. The store owners feel that this would cause them to lose money.

A large corporation that manufactures metal machine parts would like to use recycled, rather than new, aluminum. The owners feel that this is a good way to protect our supply of aluminum --and a good way to help keep the environment clean, because much of the recycled aluminum would come from throwaway soda cans.

SkillActivities

The problem is that recycled aluminum is more expensive than new aluminum, so the corporation would have to charge more for each part it sells, or else it would lose money. What alternatives does this corporation have? What do you think it should decide?

A lumber company bought a piece of land that had many tall pine trees that could be cut down and used to make pine boards. The leftover pulp could be sold to a paper mill and turned into paper. The lumber company had all the trees on the land cut down and sent the logs to a saw mill. They decided that they could not afford to plant new trees on this land. What happened to the land? (Soil eroded and the resource was not renewed. The company could have planted fast-growing trees to renew the resource.) How did this effect other people who lived in the community nearby? How did this effect the price of lumber for people living all over the country?

Should there be a law requiring lumber companies to renew the lumber resource? Why do some companies decide to do this without a law? How could such a law be passed?

Find additional situations to examine by looking at problems in the local community and in current events;

SkillActivities

- e. start a class recycling project. Help the children think about materials used in school that could be recycled, and join them in working out a recycling system. For example, unused sheets of paper that have been xeroxed on one side can be cut into quarters and stapled into booklets of scrap paper, to be used by teachers and children. Children can be encouraged to collect aluminum soft drink cans. Some companies pay modest amounts for the cans, and the money can be used for school projects.

Living Environments around the World

Through their studies in the preceding units, the children have been building a broad base of information about the different geographical and climatic combinations that occur on Earth. They have focused on the Earth's great gift to us--the natural resources that are the raw materials for the life support systems we must build and maintain. The children have also been developing a variety of map and globe skills. These will provide explanations of why and where different environments occur on Earth, and as tools for studying those environments further.

Children should know about environments--climates, geography, and the natural resources available in a given environmental region--not so they can reel off facts or interpret maps, but in order to apply this basic knowledge to an active understanding of how humans use the environment to survive and to build culture.

These next units give the children an opportunity to use the information they have gained to solve problems about human use of the environment. It is their chance to connect the pieces of what they have learned into a whole picture.

Meeting Basic Needs in Environments around the World

In order to survive people must have food and water, clothing and shelter. The very fact that the human species has survived thus far reflects the success of its members in providing good solutions to the problem of satisfying basic needs. These solutions, worked out in many times and places, have always related to the environment in two important ways: 1) they must derive from the raw materials present in the environment; 2) they must withstand (or enable people to withstand) the stress of the particular environment.

The children will now be asked to use the information they have gathered about environments to experiment with the links between environment and survival. The teacher will present a problem to be solved by working through a project in two phases: information gathering and construction. It is suggested that the teacher structure the work by providing a worksheet for the children to complete as they gather information (see Sample Plan and Worksheet). Children may work individually or in pairs. Children with weak reading and writing skills might be paired with children with strong skills. Each child or team should work on solving the problem for one environment. As they conclude their projects, the children share their findings. The teacher takes the role of a resource person, helping the children find and process information from a variety of reference materials--books, magazines, encyclopedias, atlases, pictures, films, filmstrips, and tapes.

The three problems under study will be:

1. How do people build homes in different environments?
2. How do people dress in different environments?
3. How do people get food and water in different environments?

Sample Plan and Worksheet

Problem: How do people build homes in mountain (rain forest, desert, prairie, arctic, etc.) environments?

Phase 1: Gathering Information

Goal: Child will use reference materials to answer questions about building homes in the environment.

Worksheet Questions (with sample answers)

1. Name of environment: Mountain.
2. Climate: cold winters, cool summers.
3. Geography: high, rugged, rocky.
4. Locations on Earth: Rockies (USA), Alps (Switzerland), Himalayas (India).
5. Plant Life: tough grass, pine trees below timberline, mountain flowers.
6. Animal Life: birds, mountain goats, small rodents.
7. Requirements for building homes: must be able to stay warm in winter, must have enough room for whole family during winter.
8. Materials available for building: wood and stone.
9. Special building problems to consider: must be built on the side of a steep mountain without sliding down.
10. Name given to home: chalet.

Phase 2: Construction

Goal: Child will use materials found in the classroom to construct a simulated home for a mountain (rain forest, desert, prairie, arctic, etc.) environment.

Children will use materials such as plasticene clay, cardboard, straws, toothpicks, popsticks, paste, string, etc. to build a model of a home that would be appropriate for the specified environment.

Sample procedure: Child uses plasticene clay to build a steep mountain slope, then uses popsticks and paste to construct a chalet. The child combines the information gathered with problem-solving techniques to build a structure that will not slide down the mountain, and is large enough to accommodate a big family during the cold winter.

Language: The vocabulary introduced and reinforced will depend on the specific subject matter under study by the children. A sample of language expansion vocabulary would be:

<u>Mountain Environment</u>	<u>Prairie Environment</u>	<u>Arctic Environment</u>
mountain	sod	glacier
steep	tall grass	perma-frost
rocky	prairie flower	seal
mountain goat	buffalo	whale
rodent	deer	polar bear
chalet	midwest	blubber
Rockies	sod house	dog sled
Alps		igloo
Himalayas		Antarctica
		Arctic
		Alaska
		Yukon

Case Studies: Cultures around the World

No two groups of people, even those who live in very similar environments, have solved the problems of survival in exactly the same way. Though needs and raw materials may be alike, each group of people has its own understanding of how the environment operates and its own way of embellishing the fabric of its society. This is the mystery of culture. It is another way in which we are all so much alike and yet so different.

In this unit, the children become anthropologists to do an in-depth case study of at least one culture other than their own. They begin with a profile of the environment in which the culture takes place, and proceed to examine the culture itself.

This unit is intended to be used flexibly. Directions are given for a very comprehensive course of study, in which the teacher and class may choose to look at several cultures in great detail. Some classes may not be ready to undertake such extensive study. The teacher is advised to make careful decisions about how many cultures to study, and about how involved the studies will be. (Please bear in mind that in this type of activity the process of synthesizing information is as important as uncovering a quantity of facts. A rich experience built around the study of a single culture can be more valuable than a hasty study of many.)

The following list suggests sources of background information, teaching aids, and other useful materials:

1. The New York City Social Studies Curriculum for Grade 3, Cultures around the World gives excellent teaching suggestions and graphic materials for the study of cultures in specified environments.
2. Several of the city's museums have circulating loan kits containing artifacts from different cultures. Many have accompanying written materials to enrich study. The kits may be used in the classroom. If a kit is not available, a museum visit will greatly enrich the course of study. Contact the Brooklyn Children's Museum and the Museum of the American Indian in particular.
3. Travel agents and the tourist bureaus of foreign countries are often generous sources of free pictures and literature.

4. Community resource persons who have traveled to other countries may be willing to visit the class with slides to show and stories to tell that will bring life to the course of study.
5. Teachers are advised to make substantial use of tapes, films, filmstrips, and other visual aids relating to the culture under study.

When selecting cultures to study, make use of the children's fascination about their own roots to increase motivation and interest in life in different environments. Consider the backgrounds of the children in the class in order to personalize the course of study and to enrich the children's knowledge of their cultural heritages.

The Worksheet/Outline for Case Studies presents groups of cultural aspects on which a class can focus. The outline can be used in two ways to provide a structure for the study:

1. Select a culture to study with the children. Prepare a Worksheet for them to fill out as they gather information from written and audio-visual materials, visits to museums, talks with resource persons, etc. Begin the Worksheet with an Environmental Profile, to set the scene. Then choose the categories for the children to study. For example, a particular Case Study might center on Natural Resources, Using Resources, and Developing Life Support Systems; another might focus on People and Culture.
2. Select two or three cultures to study. Choose one category from the outline for comparative study. Begin with an Environmental Profile and proceed to research the chosen area of study in each culture.

Worksheet/Outline for Case Studies

Cultural Group Being Studied: _____

Environmental Profile

Country in which group is located: _____

Continent: _____

Location: Latitude _____ Longitude _____

Hemisphere (NS) _____ Hemisphere (EW) _____

Climate: _____

Geography: _____

Environment: _____

Natural Resources

Native Plants: _____

Native Animals: _____

Mineral Resources: _____

Geographical Resources: _____

Using Resources

Agriculture: _____

Industry: _____

Basic Needs

Types of Homes: _____

Types of Clothing: _____

Types of Food: _____

Politics and Current Events

Type of Government: _____

Name of Current Ruler: _____

How ruler comes to power: _____

Current political problems: _____

Allies: _____

Enemies: _____

Recent News Stories: _____

People

Structure of Families: _____

Education: _____

Responsibilities of Children: _____

Main types of jobs: _____

Culture

Transportation: _____

Communication: _____

Recreation: _____

Religion: _____

Important Myths and Folk Lore: _____

Music: _____

Art: _____

Crafts: _____

Map Work

Provide an outline map and have the children draw: a physical map and a political map. Children may also want to draw more specialized maps (e.g., a map of a village layout or a hunting route) or charts and graphs (e.g., population graphs and charts showing different means of transportation).

Language Expansion

The vocabulary built during these studies will depend on the area being examined. The teacher is encouraged to reinforce vocabulary introduced in earlier studies and to introduce new words relating to the current studies.

Activities for Gathering and Expressing Information

Working on the Case Studies will involve activities to gather information and other activities that give the children an opportunity to show that they have processed the information. The following activities are recommended. The teacher should use discretion, selecting activities appropriate to the subject matter and the abilities of the children.

Gathering Information:

1. Use political, physical, resource, product, climate maps.
2. View films, filmstrips, video programs.
3. Listen to tapes and records of the songs, stories, and myths of a culture.

4. Use reference materials (encyclopedias, atlases, text and trade books) to locate specific information.
5. Interview knowledgeable resource persons.
6. Visit a museum.
7. Examine artifacts from another culture.
8. Make and use models of tools and other equipment from other cultures to see how they work.
9. Solve problems presented by various environments through arts and crafts activities.

Expressing Information:

1. Make a chart, map, or graph.
2. Make a diorama, collage, or drawing.
3. Prepare a bulletin board.
4. Demonstrate an activity or dance from another culture.
5. Prepare a food from another culture.
6. Make models of homes, clothing, work places, tools, vehicles, etc.
7. Make a costume worn in another environment.
8. Make a scrapbook in answer to the worksheet.
9. Complete a Worksheet.
10. Write a paragraph.
11. Write a report.
12. Prepare a tape recording.
13. Make a "movie" out of paper on a roller.
14. Present a skit about some aspect of life in another culture.

A Contemporary Crisis: The Energy Crisis

The rapid growth of technology and population that has taken place in the twentieth century has put great stress on the life support systems of Planet Earth. We are in a time of environmental crisis. The battle is being waged on several fronts: we must find ways to feed the growing population, we must conserve natural resources that are running short, we must stop abusing the delicate balance of ecology by polluting natural environments, and we must find ways to use renewable sources of energy as our supply of nonrenewable fuels becomes exhausted.

To overlook these crises in a study of the environment would be a serious omission. Environmental problems are going to be with us for many years to come. They will be responsible for some of the conflicts between nations and individuals, and they will receive a great deal of economic, scientific, and cultural attention. Responsible citizens must have an awareness of environmental problems in order to make sound decisions as voters and consumers.

This unit focuses on one environmental crisis: the energy crisis. The energy crisis is part of our daily lives: we lower our thermostats, we curtail our driving, we watch media coverage of OPEC meetings, oil spills, and reports on solar panels and windmills. The energy crisis is immediate and tangible to the children. Teachers are encouraged, however, to explore with their classes other environmental crises that touch on the children's lives.

A wealth of audio-visual and printed materials is available for classroom use in a study of the energy crisis. Teachers are urged to use films and other media to bring the subject matter to life. Science experiments can be used to teach the children about energy and how energy can be generated and conserved. Guest speakers can bring immediacy to the study, and teachers should take advantage, to as great an extent as possible, of the mass media's coverage of the energy crisis. The children will be seeing and hearing about it on television, on radio, in newspapers, in magazines. This presence of the problem in their daily lives will be a great motivator and a good source of information.

1. Energy Forms. Energy comes in different forms:
 - a. Radiant Energy-light, from the sun or from a light bulb
 - b. Heat-from burning, from steam in radiators, from friction
 - c. Chemical Energy-stored in the chemical bonds of plant molecules, released into heat and light when burned
 - d. Electrical Energy-released when the chemical bonding of certain unstable elements is broken and a chain reaction occurs
2. Changing Energy Forms. We release energy by changing its form. When we burn wood, for example, we change chemical energy into heat and light. If we burn wood under a pot of water, the heat energy from the fire is transferred to the water, creating steam energy. Energy originates as radiant energy from the sun, and is changed by plants during photosynthesis into chemical energy. When plants die, the chemical energy they have been storing (as wood, roots, seeds) remains constant. If the plant matter is left to decay under pressure in the ground for centuries, it may turn into oil or coal.
3. Ways in Which Different Energy Sources are Used. We generally use specific energy sources for specific purposes. Gasoline is used in engines, electricity for light, heat for cooking (and sometimes for home heating). As our energy resources run low, however, we will have to experiment with new sources of energy. We may, for instance, have to build automobiles that can use alcohol, an easily renewable energy source, instead of gasoline, which cannot be renewed easily.
4. Energy Shortages. Oil has been the main energy source of our time. Now our supply of oil is running low. The sharing of oil resources throughout the world has caused conflict between nations that have oil and nations that need oil. The United States has been the world's biggest consumer of oil. It will be interesting for the children to examine their values about this situation. They will come to realize that children in other countries may not have experienced the free use of automobiles that they have. How do they feel about constraints upon their future use of energy?
5. Solutions. People are busy experimenting with alternate energy sources. Among these are solar energy, wind energy, water energy, and, of course, nuclear energy. Each of these sources has its own merits and creates its own problems. For example, The United States has enough coal to meet energy needs for four hundred years--but burning coal harms the environment by polluting the air. The children can learn how these energy sources function and what the pros and cons are of each.

Activities for Gathering and Expressing Information

Teachers are encouraged to choose activities that are appropriate to the children's abilities and levels of understanding. Activities will also be determined by materials on hand.

Gathering Information:

1. Use reference materials--books, encyclopedias, atlases (energy use maps, energy resource maps).
2. Use the media--news, special feature shows, and articles about energy.
3. Read graphs and diagrams found in books, magazines, and newspapers.
4. Write to energy companies for information (e.g., Con Edison, Oil Companies).
5. Write to environmental protection groups for information.
6. Invite a guest speaker from an energy supplier or an environmental protection group.
7. Conduct science experiments to generate energy and change energy forms.
9. Do a values clarification exercise to discover personal values about energy use.

Expressing Information:

1. Make a graph or chart showing energy use patterns and/or sources.
2. Write a report.
3. Make a tape of interviews with people about their energy attitudes.
4. Do a photo-essay about energy use, energy waste, energy conservation.
5. Make charts, scrapbooks, or collages showing different forms or sources of energy.
6. Make diagrams showing how energy is generated.
7. Make a board game using electrical circuits (use batteries).
8. Make a pamphlet showing how energy can be conserved at home.
9. Make a display of different energy sources.

Language Expansion:

To some extent, vocabulary development will occur spontaneously as the unit progresses. Teachers are encouraged to use words that take on meaning during study as vocabulary words. The following words, however, will form a basic energy vocabulary:

energy

energy form

light

radiant

incandescent

flourescent

heat

chemical

nuclear

nuclear reactor

electric

electric generator

energy sources

wood

solar

oil

gasoline

alcohol

gasohol

water power

atomic energy

wind

coal

conservation

motion

Teaching Resources

Books for Teachers: General

Free Curriculum Materials. Randolph, Wisconsin: Educators Progress Service.

Books for Teachers: Energy

Halacy, Daniel S. Experiments with Solar Energy. Norton.

Hellman, Hal. Energy in the World of the Future. Evans.

Woodburn, John H. The Whole Earth Energy Crisis. Putnam.

Books for Teachers: Environments

Bendick, Jeanne. A Place to Live: A Study of Ecology. Parents Press.

Berger, Melvin. Jobs that Save Our Environment. Lothrop.

Busch, Phyllis S. Dining on a Sunbeam. Scholastic.

Carson, Rachel. Silent Spring. Fawcett.

Carson, Rachel. The Sea Around Us. Oxford.

Ciacciom, Leonard L. Water and Water Pollution Handbook. Dekker.

Drummond, A.H., Jr. The Population Puzzle. Addison-Wesley.

Ehrlich, Paul R. The Population Bomb. Ballantine.

Esposito, John C. Vanishing Air: The Report on Air Pollution. Grossman.

Gabel, Margaret. Sparrows Don't Drop Candy Wrappers. Dodd.

Goody, Richard M. and Walker, James C.G. Atmospheres. Prentice-Hall.

Johnson, Stanley. The Green Revolution. Harper.

Lehr, Paul E., Burnett, R. Will, and Zim, Herbert S. Weather. Golden Press.

Michelson, William. Man and His Urban Environment: A Sociological Approach. Addison-Wesley.

National Environmental Education Development. Adventures in Environment.
National Park Foundation.

Storer, John H. The Web of Life and Man in the Web of Life. New American Library.

Pauline, Lawrence J. and Weishaus, Howard. Ecology: Man's Relationship to his Environment. Oxford Book Company.

Books for Teachers: People

Brown, Ina C. Understanding Other Cultures. Prentice-Hall.

Chase, Stuart. Danger - Men Talking. Parents Press.

Colum, Padriac. The Children of Odin. Macmillan.

Hamlyn, Paul. Hamlyn Mythology Series. Hamlyn Pub.

McHale, John. The Future of the Future. Braziller.

Oakley, Kenneth P. Man the Tool-Maker. University of Chicago Press.

Oliver, Paul. Shelter and Society. Praeger.

Packard, Vance. The Waste Makers. McKay.

Peck, Richard, ed. Sounds and Silence. Dell.

Steichen, Edward. The Family of Man. New American Library.

Thompson, Vivian L. Hawaiian Myths of Earth, Sea, and Sky. Holiday House.

Maps for Teachers

Boeke, Kees. Cosmic View: The Universe in 40 Jumps. John Day.

The Earth and Man: A Rand McNally World Atlas. Rand McNally.

Films: Environments and Resources

A First Film on the Wind. Bailey.

Air: A First Film. Bailey.

A Stream Environment. Barr.

Balance of Life and the Space Age. BFA Educational Media.

Clouds. Bailey.

Earth from Space. National Audio-Visual Center.

Erosion - Leveling the Land. Encyclopedia Britannica.

Food, Clothing, Shelter in Three Environments. Wayne Mitchell.

Life in Grasslands. Coronet.

Making the Desert Green. Encyclopaedia Britannica.

Man's Basic Need, Natural Resources. Encyclopaedia Britannica.

Resources. Art Evans.

Summer and Winter. Doubleday.

The Environment: Everything Around Us. Encyclopaedia Britannica.

Water and Life. McGraw Hill.

Water for All Living Things. Encyclopaedia Britannica.

Water for the City. Bailey.

Water in the Weather. Doubleday Multimedia.

Water Pollution. BFA Educational Media.

Films: Energy

Energy and Man. William Clairborne.

Energy Crisis. Goldberg-Werrenrath.

Sun - Friend or Foe? AIMS.

The Sun's Energy. Doubleday Multimedia.

We Use Power. Churchill.

Films: Maps

Continents of the World. Coronet.

Graphs: Understanding and Using Them. Coronet.

Introducing Globes. Bailey.

Maps - Land Symbols and Terms. Academy Films.

Map Skills: Understanding Latitude. Coronet.

Map Skills: Understanding Longitude. Coronet.

Map Skills: Using Different Maps Together. Coronet.

Map Skills: Using Scale. Coronet.

Maps and Their Uses. Coronet.

Maps Show Our Earth. Coronet.

Our Big, Round World. Coronet.

The Globe and Our Round Earth. Coronet.

Films: People and Culture

Clothes Around the World. Coronet.

Foods Around the World. Coronet.

Hunger. National Film Board of Canada.

How Nations Work Together. Coronet.

Why Explore Space? Churchill.

Films: Miscellaneous

I Am a...Mime. Filmfair Communications.

Learning to Observe. BFE Educational Films.

Listen! Filmfair Communications.

Filmstrips: Energy

The Sun: Earth's Awesome Star. National Geographic Educational Services.

This World of Energy. National Geographic.

Filmstrips: Environments

Animals of the Desert. BFA Educational Media.

Earth: A Planet Worth Saving. Doubleday Multimedia.

Exploring Ecology (series). National Geographic.

Kingdom of the Plants. National Geographic.

Observing Nature's Network. Doubleday Multimedia.

Our Earth: Land, Water, and Air. Society for Visual Education.

Small Worlds of Life. National Geographic.

The Sun and the Weather. Society for Visual Education.

The Web of Living Things. Doubleday Multimedia.

Weather and Man. National Geographic.

Filmstrips: Maps

Exploring the World of Maps. National Geographic.

Filmstrips: People and Cultures

Life in Hot, Dry Lands. Coronet.

Life of Nomad People. Coronet.

Man Uses Tools (Man and His Family around the World series). Modern Learning Aids.

Oasis of the Sahara. McGraw-Hill.

Books for Children: Careers

Benson, Christopher. Careers in Agriculture. Lerner.

English, Bettylou. Women at Their Work. Dial.

Goldreich, Gloria. What Can She Be? An Architect. Lothrop.

Goldreich, Gloria. What Can She Be? A Farmer. Lothrop.

Goldreich, Gloria. What Can She Be? A Geologist. Lothrop.

Herbst, Robert L. Looking Forward to a Career. Dillon.

Jennes, Aylette. The Bakery Factory: Who Puts the Bread on Your Table. Crowell.

Books for Children: Ecology

Berger, Melvin. Pollution Lab. John Day.

Chester, Michael. Let's Go To Stop Water Pollution. Putnam.

Miles, Betty. Save the Earth. Knopf.

Parnall, Peter. The Mountain. Doubleday.

Pringle, Laurence. The Only Earth We Have. Macmillan.

Seuss, Dr. The Lorax. Random House.

Books for Children: Energy

- Asimov, Isaac. How Did We Find Out About Nuclear Power. Walker.
- Bendick, Jeanne. Why Things Work. Parents Press.
- Cooper, Margaret. Gift from the Sun: The Master of Energy. Bradbury.
- Lefkowitz, R.J. Fuel for Today and Tomorrow. Magazine Press.
- Lowery, Barbara. Oil. Watts.
- Podendorf, Lila. A True Book of Energy. Childrens Press.
- Pringle, Lawrence. Energy: Power for People. Macmillan.
- Scott, John M. Heat and Fire. Magazine Press.

Books for Children: Maps and Charts

- Carlisle, Norman and Carlisle, Madelyn. True Book of Maps. Childrens Press.
- Freeman, Dorothy. How to Read a City Map. Childrens Press.
- Hackler, David. How Charts and Drawings Help Us. Benefic Press.
- Job, Kenneth and Weiser, Lois W. Skills for Understanding Maps and Globes. Follett Publishing.
- Oliver, John E. What We Find When We Look at Maps. McGraw-Hill.
- Schere, Monroe. The Story of Maps. Prentice-Hall.

Books for Children: Resources

- Adler, Irving and Adler, Ruth. Coal. John Day.
- Buehr, Walter. Cloth, from Fiber to Fabric. Morrow.
- Colby, C.B. Space Age Spinoffs. Coward.
- Fenton, Carroll L. and Kitchen, Herminie B. Animals that Help Us. John Day.
- Floethe, Louise Lee. Farming Around the World. Scribner's.

Books for Children: Water

- Berger, Melvin. The New Water Book. Crowell.
Kalina, Sigmund. Three Drops of Water. Lothrop.
Urquhart, David Inglis. Plumbing and How It Works. Watck.

Books for Children: Weather

- Bendick, Jeanne. The Wind. Rand McNally.
Berger, Melvin. The National Weather Service. John Day.
Bova, Benjamin. Man Changes the Weather. Addison-Wesley.
Branley, Franklyn M. Sunshine Makes the Seasons. Crowell.
Lewis, Richard. The Wind and the Rain. Simon and Schuster.
Weiss, Malcolm. Storms - From the Inside Out. Messner.
Wolff, Barbara. Evening Gray, Morning Red. Macmillan.

Books for Children: Environments

- Asimov, Isaac. ABC's of the Earth. Walker.
Baylor, Byrd. The Desert Is Theirs. Scribner.
Bendick, Jeanne. All Around You. McGraw-Hill.
Berger, Melvin. Jigsaw Continents. Coward.
Brown, Andrew. The Desert: What Lives There. Coward.
Goetz, Delia. The Arctic Tundra; Deserts; Mountains. Morrow.
Harrison, C. William. Rivers. Messner.
Howell, Ruth R. Crack in the Pavement. Atheneum.
Laycock, George. Beyond the Arctic Circle. Four Winds.
Pringle, Lawrence. Into the Woods. Macmillan.
Ravielli, Anthony. The World is Round. Viking.
Ross, Wilba. The Rain Forest: What Lives There. Coward.
Sebastian, Lee. The South Pole: A Book to Begin On. Holt.
Seisam, Millicent E. Birth of a Forest. Harper.
Wolk, Allan. The Naming of America. Nelson.

Books for Children: Miscellaneous

Alexander, Arthur. The Magic of Words. Prentice-Hall.

Anno, Mitsumasa. Dr. Anno's Magical Midnight Circus and Topsy-Turvies. Weatherhill.

Chernoff, Goldie T. Pebbles and Pods. Walker.

Freeman, Mae and Freeman, Ira. You Will Go to the Moon. Random House.

Gallob, Edward. City Rocks, City Blocks, and the Moon. Scriber.

Howell, Ruth Rea. Everything Changes. Athenuem.

Hoyle, Geoffrey. Two Thousand and Ten: Living in the Future. Parents Press.

Johnson, Hannah Lyons. From Appleseed to Applesauce. Lothrop.

Russell, Solveig, P. Like and Unlike. Watck.

Scheider, Herman and Scheider, Nina. Let's Look under the City. Addison-Wesley.

Soucie, Anita H. Plant Fun. Scholastic.

Wong, Herbert H. and Vessel, Matthew F. Our Terrariums. Addison-Wesley.

THEME: OUR NATION, THE UNITED STATES OF AMERICA

The Scope and Sequence of Skill Areas that are specifically developed for this theme include the following:

Behavioral Skills (Affective)

- * Personal Adjustment
- * Social Adjustment
- * Decision Making

Practical Skills (Cognitive)

- * Critical Thinking
- * Communication and Language
- * Locating and Gathering Information
- * Map and Globe
- * Interpreting Graphics
- * Time and Chronological Orientation
- * Career Education
- * Urban

The United States is a nation of immigrants. All its people have their roots in other lands. Some came to find freedom; others came looking for wealth, adventure, or a fresh start. All have contributed to the ideal of making our country a "better place," where people would work toward and protect the goals of "liberty, prosperity, and the pursuit of happiness...."

In this theme the students are introduced to early American history. We begin with an examination of the experience and culture of the first immigrants to North America--the Asians who crossed the Bering Strait into Alaska to become the Native Americans mistakenly called "Indians" by Columbus. The students move through the period of the discovery and exploration of North America by Europeans; into colonization; through the Revolutionary War, which established the United States of America as an independent nation. The course of study culminates in a survey of the symbols and system of government we have inherited from those who founded our nation.

History is the written record of human experience as it extends from the past toward the future. Through this theme, the students receive their first deliberate exposure to this record. It is their right and privilege to share in, and sense their own belonging to, the flow of our collective story.

When teaching history, it is important to remember that history is not viewed merely as a string of events placed in sequence. It is the outcome of interacting geographical, anthropological, sociological, political, and economic forces, all of which add drama and depth to the story.

The United States

Prior themes have been related to the concrete world known (or knowable) to the student--family, neighborhood, city. Variations of climate and geography can be seen, felt, and known at first hand. History cannot be experienced directly. The activities we introduce must help the students in special education move from the concrete world of familiar time and space to the abstract world of past time and unfamiliar space.

Elementary school social studies is often taught primarily with a textbook as the main resource material. This Guide is geared toward a population of students who often have reading difficulties. Therefore, the supportive materials presented focus on an "activity approach" to the teaching of history. History, dealing with unfamiliar stretches of time and unfamiliar space, is the most abstract social studies experience the students will have. Successful activities will make it possible for students to make comparisons between present and past; use imagination to understand how lives were lived and problems solved; and develop powers of observation and critical thinking.

The format of this theme is based on a series of problems to be solved, presented in the form of Key Questions. Each key question suggests a unit of study to be covered by the students. A short discussion of content follows each question. The discussions are intended to give teachers the basic background information they will need to teach the course of study. Elaboration of this content can be found in the students' text and/or teachers' manual. It is each teacher's responsibility to combine elements of the discussion with appropriate activities in order to answer the key questions. Teachers are encouraged to develop their own activities in addition to, or in place of, those suggested. It is recommended that teachers use the following techniques with some consistency in order to give structure to each unit and to develop social studies concepts and skills:

1. Class discussion with class notes provided on the blackboard for students to copy;
2. Daily homework assignments based on content questions and vocabulary development;
3. Audio-visual aids (films, filmstrips, and tapes) can be shown to add dimension and illustrate historical understandings. Mass media (popular movies, television specials or series, radio tapes) also should be used as information sources;

4. Current Events as reported on television, radio, and newspapers, should be brought to class;
5. A time line can illustrate the sequence of historical events. A time line (use a strip of masking tape) be stretched across a long bulletin board and updated as the class progresses through history. Students may be introduced to time lines by creating personal time lines of their own lives.

Skills Development: Behavioral Skills (Affective)

Personal Adjustment

- * Works alone effectively

Social Adjustment

- * Develops increased patience with others
- * Explores social situations creatively

Decision-Making

- * Can defer judgment
- * Accepts the consequences of a decision
- * Evaluates the outcome of a decision
- * Develops tolerance for uncertainty and error in decision-making
- * Accepts that a good decision may have an unforeseen bad outcome

Practical Skills (Cognitive)

Critical Thinking

- * Identifies temporal relationships--position in sequence, duration, trends
- * Evaluates relevance or usefulness of information

Communication and Language

- * Writes a simple outline
- * Organizes information to make an oral report or a report on tape
- * Takes a written social studies test

Locating and Gathering Information

- * Knows the parts of a newspaper
- * Uses the newspaper to get information
- * Summarizes information verbally or in writing

Map and Globe

- * Uses maps to trace historical movement
- * Uses maps to show the influence of geography on history

Interpreting Graphics

- * Summarizes data in a graphic
- * Draws conclusions based on information gained from a graphic
- * Makes a graph or table to illustrate abstract information

Time and Chronological Orientation

- * Uses time lines to place a number of separate events in sequence
- * Develops critical thinking about events and dates

Career Education

- * Understands that changes in technology result in changes in occupations
- * Shows how the contributions of workers in many occupations have been important to the development of our country
- * Understands citizenship rights and responsibilities
- * Understands how work relates to life style

Urban Education

- * Prints personal information and background facts on applications and data forms

Key Concepts

1. History is the written record of the human experience.
2. History is a continuous process leading to the present.
3. Events in history have many causes and effects.
4. Change is constant in history.
5. Change occurs in response to the needs, wants, and aspirations of people.
6. Geography influences options and describes survival needs and techniques.
7. The United States has been settled by waves of people who come from other places.
8. Rich natural resources have played an important part in our country's history.

9. The United States has a democratic form of government in which those who govern are elected by the people.
10. United States citizens have inalienable rights, which are described in the Constitution.

Objectives

1. To put historical events in sequence;
2. To understand and be able to demonstrate that change is constant;
3. To describe the most important elements in a historical conflict;
4. To find key locations in United States history on a map;
5. To show how geography influences history;
6. To express social studies concepts in a written form appropriate to academic level;
7. To use appropriate reference materials to gain information;
8. To distinguish between fact and opinion.

The First Americans

Key Questions:

1. Who were the first Americans and how did they come to North America?
2. How did Native Americans live in North America?
3. What were some of the important contributions of Native Americans?
4. What happened to the Native Americans when Europeans came to North America?

1. Who were the first Americans and how did they come to North America?

Many children will be able to explain that before people came to North America from Europe and other parts of the world, the continent was inhabited by tribes of people who are often called Indians. It is believed that they came to North America from Asia by crossing the Bering Strait, either when it was frozen during a cold winter, or by traveling in boats, or by walking across at a time when Asia and North America were still connected at the Strait. Scientists estimate that this migration began over 20,000 years ago.

When Europeans came to North America, they called the people they encountered Indians. This was an error. Christopher Columbus, who is responsible for this name, believed he had sailed to India. We now prefer to use the name Native Americans for the people whose ancestors were the first arrivals in North America.

In discussion with the children, establish the information that Native Americans were the first Americans. They lived in tribal groups across the land that is now called the United States. Encourage the children to speculate about why we believe that Native Americans had their roots in Asia. What evidence is there? Why might they have migrated to North America? Actually, the answers to these questions are unknown; but like historians and anthropologists, the children will enjoy hypothesizing about these enigmas.

Language Expansion

North American
native
tribe
Indian

Asia
India
migrate
Bering Strait

Activities

Map Study

Help the children find Asia, North America, and India on a world map or globe. Have them trace the route the Native Americans are believed to have taken from Asia to America. Have the children trace the route Columbus took from Spain to North America, and the route that he would have taken to get to India. Have the children trace world maps. Have them mark the route taken by the Native Americans migrating from Asia. Have them trace the route Columbus took from Spain.

Research Study

Help the children find books, articles, and other sources of information in which they can find evidence to support the theory that Native Americans originally came from Asia.

Model Building

Encourage the children to build models of the kinds of transportation the Native Americans might have used to migrate from Asia to North America. These might include dog sled and boat.

Myths and Stories

Find a book of Native American stories, poems, or myths. Find and read aloud stories that explain how the Native Americans came to their lands. Discuss with the children which theory seems to be true: the one we hold nowadays about migration from Asia to North America, or the myths told by Native American tribes to their children.

2. How did Native Americans live in North America?

Native American tribes existed in every part of what is now the United States. Their life styles were adapted to the environments in which they lived. The Woodland tribes, who lived in our part of the country, had permanent settlements. They used the resources of the area to build homes and provide food. The tribes that lived on the Plains roamed from place to place, following the buffalo, a main food supply. Their food, clothing, and shelter all came from the buffalo. Tribes who lived in the Southwest lived in pueblos. Native Americans have great respect and reverence for the environment.

The teacher might want to focus the study of Native American life-style on the tribes that lived in our area. To initiate the study, have the children discuss the environment in which they live. If there were no buildings, stores, paved streets, etc., where would they look to get food? to find materials to make homes and clothing? to find recreation? These problem-solving exercises will help the children gain insight into the lives of Native American groups.

Language Expansion:

Woodland Tribes	buffalo	myth
Plains Tribes	maize	folktale
Southwest Tribes	wampum	pow wow
teepee	canoe	
longhouse	chief	
pueblo	medicine man	

ActivitiesMap Study

On a physical map of North America, have the children locate the areas in which different Native American Tribes lived. Have them read the maps to describe the geographical situations in each area. Ask the children to explain how this affected the life style of each tribe.

Research

Have the children use encyclopedias, text and trade books, films, and filmstrips to find out about aspects of Native American life before the arrival of Europeans:

homes	family life	folk tales and
tools	roles of men,	myths
transportation	women, children	songs and poetry
communication	clothing and jewelry	religion
protection	food	rituals
	trading	toys and games

Ask the children to research one or more of these topics in the content of a Woodlands tribe, and have them present their findings as reports, scrapbooks, tapes, or other appropriate projects.

Models

Have the children draw or build models of Native American villages in different parts of the country.

Cooking Project

Help the children find a cookbook of Native American recipes in the public library or school library. Have them select a simple recipe and prepare the food. To as great an extent as possible, have the children prepare the ingredients as Native American might have (for example, let the children try to grind corn between two stones).

Dioramas

Let the children recreate scenes from Native American life by constructing dioramas.

Field Trip

Three museums in the New York City area have excellent collections of Native American artifacts: the American Museum of Natural History, the Brooklyn Museum, and the Museum of The American Indian. Visit one of these museums to observe real relics of Native American life. If a visit is impossible, try to obtain a loan kit from one of the museums.

Display

Make a collection and display old photographs of Native Americans.

3. What were some of the important contributions of Native Americans?

Many of the early groups of European settlers had good relationships with their Native American neighbors. The Native Americans taught the settlers survival techniques that had been developed in this environment over centuries. From the Native Americans the settlers learned farming tricks, which new foods were edible, and which tools would be helpful.

Native American groups had rich cultures as well. Their art work, folk songs and stories, crafts, poetry, and traditions are enjoyed by many today. The children should be led to see how the Native Americans have given us much that is useful or enjoyable today. They should also examine the lives of Native Americans who made important contributions.

Language Expansion:

contribution
tobacco
potato
artifact

ActivitiesCollection

The children can make a collection of Native American artifacts they have at home, or of which they can make copies (e.g., rugs, pottery, jewelry, clothing, tools).

Arts and Crafts

The children can undertake arts and crafts projects in Native American styles and traditions. Projects might include bead bracelets, weaving (simple weaving on cardboard) based on Native American designs, pottery making, making tools and implements out of materials found in the natural environment.

Biographies

Have the children read (or read aloud to the class) biographies of Native Americans who have made important contributions (e.g., Sacajawea, Sequoyah, Chief Sitting Bull).

Folk Tales and Myths

Have the children read or listen to Native American folk tales and myths. Encourage them to react to the stories by discussing them, by illustrating them with drawings or dioramas, or by creating small dramatizations.

4. What happened to the Native Americans when Europeans came to North America?

Native American cultures were thriving when Europeans first arrived on the North American continent. Today, most native Americans live in poverty on reservations that they must fight for, or have blended into the general population in cities, often abandoning their traditions. Over the years, the sensitive and complicated civilizations of the Native Americans have been wiped out by the progress of more recent arrivals. In answering this question, the children will be studying the conflict that arose between Native Americans and the advancing westward migration of the newcomers. They will discover that the Native Americans gradually lost their land and food supply, and found their traditions and lifestyle threatened as the settlers moved in. Their attempts to protect themselves and their territory resulted in the battles between the "Cowboys and Indians" that have become media legends. Usually, the Native Americans are portrayed as "bad guys." The children should be asked to examine and debunk the stereotype of the Native American as a cruel savage, which has become popularized by the media.

Language Expansion

territory	stereotype
civilization	debunk
settler	treaty
legend	reservation

ActivitiesMedia Study

Ask the children to "debunk" the image of the Native American that is popularized by the media and in advertisements. Have them search through magazines, comic books, movie ads, and on household products (e.g., cereal boxes and food wrappers) to discover the image of the Native American that is promulgated. They may find a picture of a savage in feathers wielding a tomahawk (e.g., ads for the Washington Redskins) or of a "cute" Indian Princess. Have the children discuss whether or not they believe this to be a fair image. Have them create a display using the material they have collected.

Research a Conflict

Have the children use books, encyclopedias, films, filmstrips and other materials to find out about the famous Battle of Wounded Knee. Let them present their findings as written reports, in story form, as a taped "radio report" by a "war correspondent" reporting the action of the battle, or by making a model or diorama illustrating the battle.

Mock Trial

Stage a make-believe trial between a Native American who claims that a settler has taken the land of his tribe (Native Americans did not believe in individual ownership of land--land, like air and water, belonged to all, and was to be respected by all who used it) and a settler who claims that he has bought the land from the United States Government.

The Discovery and Exploration of America

Key Questions:

1. What was Christopher Columbus looking for when he found America?
2. Why did Europeans become interested in the Americas?
3. Who were the great explorers of America?

1. What was Christopher Columbus looking for when he founded America?

The Middle Ages came to a close when the travels of the Crusaders and the reports of Marco Polo opened the eyes of Europeans to the exotic material and cultural wealth of the Far East. Europeans quickly discovered products from the East that were very useful to them. Spices that were unknown to them (they could not be grown in the European climates) added attractive flavor to foods that were bland or had lost flavor through primitive preserving methods. Scents imported from the East, became popular in predeodorant, prewashing machine Europe. Fine silk, spun from the cocoon of the silkworm (which cannot grow in Europe) quickly became treasured, as did jewelry and ornaments from the East. Gunpowder and spaghetti also were Eastern imports.

Several trade routes between Europe and the East were established, all involving both land and sea travel. They were not satisfactory, however, because merchants fell prey to robbers on land and pirates at sea. Selling prices were sometimes as high as a hundred times the original cost of an item because so many middlemen demanded profits. Additionally, because Italy had the geographical advantage of a Mediterranean location, she maintained a monopoly on trade with the East.

The governments of Portugal, Spain, France, Holland, and England were anxious to find new ways of reaching India and China. It was this interest that led Queen Isabella and King Ferdinand of Spain to finance a journey proposed by an Italian navigator, Christopher Columbus. Columbus believed that the East could be reached by sailing west around the globe. In theory, he was correct. But in reality, he had not anticipated two major obstacles: the existence of the American continents, and the huge size of the planet Earth. Thus, by error, Columbus and his party, traveling in the famous Nina, Pinta, and Santa Maria, reached the islands now called the Bahamas on October 12, 1492.

It is important for the children to realize that Europeans were anxious to find new sources of things they needed and liked because their own resources were limited by the constraints of their climate and geography. Eventually, they will understand that Europeans were interested in America because it is so rich in the natural resources they needed and lacked.

Language Expansion

Far East	silk	Portugal	Nina
India	ornament	Spain	Pinta
China	trade route	Italy	Santa Maria
product	merchant	England	Bahamas
spice	overland	France	Caribbean
perfume	sea route	Holland	New World
		Columbus	

ActivitiesMap Study

On a world map or globe have the children locate the countries of Europe (England, France, Spain, Portugal, Italy) and the countries of the Far East (China, India) that are important to this topic. Have them find the Eastern Hemisphere and the Western Hemisphere, to show why we say that the countries of Europe are in the "West" and the countries of Asia in the "East."

Ask the children to trace possible routes from Europe to the Far East. They will discover that if they do not go all the way around Africa, part of the route must be over land and part by sea. Have them demonstrate what Columbus found when he tried sailing west to get to the East.

A Display

Help the children collect things they use at school and at home that come from the Far East (or were originally products from the Far East). These might include such everyday items as rubber erasers, curry powder, perfumes; or be more exotic, including samples of silk fabric, Indian print materials, statuettes, jewelry, incense, clothing, etc.

Suggest to the children that they write information cards for the items in their display, explaining where they came from and why they would be valuable to Europeans (or Americans).

Food Experiment

Let the children taste and/or smell samples of preserved foods (e.g., beef jerky, dried fruit, dried fish). Ask them to explain, based on their experience, why Europeans valued Eastern Spices so highly.

Map Research

Explain to the children that when Columbus set sail people had no way of knowing exactly how large or what shape the Earth was. Encourage the children to do research to discover: 1) what maps of the world looked like before the exploration of the Americas; and 2) how people discovered the size and shape of the Earth and the locations of its land masses before the development of the sophisticated satellite equipment of today.

Map Study

Have the children trace Columbus' route on a world map.

Navigation Study

The voyages of Columbus and other explorers were made possible by the invention of several navigational instruments. These included the compass, the astrolabe, and the rudder. Navigators also used the North Star and the position of the sun to get their bearings. They used the sun dial to tell time. Have the children find pictures of these instruments. Encourage them to make models (many elementary science manuals include instructions). Have the children compare them to such modern navigational instruments as radar, sonar, and radio.

Model Building

Encourage the children to make models of the Nina, Pinta, and Santa Maria. Help them find pictures of similar ships so that their models are as authentic as possible.

Columbus Day Play

Columbus Day, October 12, commemorates the first landing of Columbus on American ground. It is believed that he landed on San Salvador Island in the Bahamas. Help the children create a drama in which they portray the feelings of the sea-weary sailors when they first sighted land.

2. Why did Europeans become interested in the Americas?

Columbus died in disgrace, feeling that he had failed to accomplish his mission, and not realizing the magnitude of his discovery. His voyage was repeated by many explorers from Spain, France, England, Italy, and Portugal, who gradually pieced together the puzzle of what became known as the New World.

As the European explorers moved deeper into North and South America, they found that the New World had many natural resources that would be valuable at home. These were not the same resources as those of the Far East. However, the vast forest lands could provide hardwood lumber, the land could provide food (some new to Europeans, such as corn and squash) and useful plant products (such as cotton and tobacco). Mineral resources were also abundant. Exploring different regions of the continent, each country began to develop a desire for an empire in the New World. Spain found great quantities of gold and silver in Mexico and Central and South America. The French coveted animal furs and access to the fishing banks off Newfoundland. The English, with limited land resources at home, valued the raw materials and expanses of land in North America. The English also hoped that they could find a home in the New World for some of the rapidly-growing population, which was beginning to feel uncomfortably confined on the small island. England hoped the new colonies would become a market for the goods produced by its growing industries.

As the European powers became aware of the wealth to be found in the New World, they sent parties of explorers to survey and stake claims there.

Language Expansion

explorer
North America
Central America

natural resource
South America

Activities

A Display

Have the children make a display of pictures or samples of materials that the Europeans found and valued in the New World. These should include foods (corn, pumpkins, squash, beans); valuable plants (cotton, tobacco and dyes such as indigo); the horse.

Map Study

Have the children study a physical map of North and South America. Ask them to make a list of the valuable resources they can name based on their readings of this map. Give them a map showing natural resources of the Americas. Of these, which might have been most valuable to the Europeans? If they were space explorers landing on a new Planet, would they feel that they could "claim" the land if there were (or were not) intelligent living beings there?

A Talk

When the European explorers came to "undiscovered" places they "claimed" them for their countries. Although the European countries did fight with each other over ownership, none of them seemed concerned about the people who were already living on the land: the Native American Indians. Ask the children to talk about their feelings about this attitude: was it fair for the Europeans to claim land that already belonged to the Indians?

Write a Letter

The explorers were great letter writers. Letters were the means by which they sent news of their finds home to their countries. Ask the children to pretend they are explorers, and to write a letter to a friend or a king describing what they saw when they "discovered" the land that is now New York City.

3. Who were the great explorers of America and what was their experience?

Portugal, Spain, France, Holland, and England all sent exploring parties to the New World. They continued to seek a passage through or around the continents of North and South America in order to reach the Far East. But they also wanted to map out the New World, lay claims to new lands, and sound out possibilities for establishing trading posts and settlements. Sometimes the explorers also collected valuable resources--gold, silver, precious gems, furs--and attempted to convert the Native American Indians to Christianity. The explorers were adventurers, and the stories of their expeditions are colorful and interesting. Reading, listening to, and looking at stories and pictures of their trips can help children discover the magnificence of this America as the explorers first discovered it centuries ago. The teacher is urged to share this sense of wonder with the children, and also to focus on the human motives that lead to exploration. For example, Ponce De Leon, the aging governor of Puerto Rico, explored Florida because he believed that he would find the Fountain of Youth there.

The teacher is urged to choose several explorers for study. The choice may be based on the relevance of the explorer to the children's backgrounds, and/or audio-visual materials available to illustrate the stories. We have starred the names of explorers of most interest to children.

Portuguese:

Cabral (1500)	Discovered Brazil
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Spanish:

Balboa (1513)*	First to see the Pacific Ocean after crossing Panama
Ponce De Leon (1513)*	Discovered Florida while looking for Fountain of Youth
Cortes (1519)	Explored Mexico, conquered the Aztecs
Magellan (1519)	First to sail around the entire globe
Coronado (1540)	Looked for city of gold in the American Southwest
De Soto (1541)	Discovered the Mississippi River

French:

Verrazano (1524)*	Italian hired by the French; explored Atlantic Coast
Cartier (1535)	Sailed up the St. Lawrence Seaway
Champlain (1603)	Explored northern New England, New York State, eastern Canada; founded Quebec settlement

Dutch:

Hudson (1609)*

Found New York Harbor; sailed up the Hudson River in search of a passage through America to the East.

English

Cabot (1497)

Explored northeastern coast of North America

Drake (1577)

Second explorer to sail around the world

Davis (1585)

Explored northeastern Canada and the Arctic

Language Expansion

names of explorers
northeastern coast
northwest passage
American Southwest

trading post
city of gold
Fountain of Youth

ActivitiesMap Study

Have the children find maps of the routes of the explorers they are studying, and trace the routes onto outline maps. They might also trace maps and routes onto transparencies, project them, trace the projections, and make large wall maps. Use these wall maps in display with illustrations of the explorer's adventures.

Research

Have the children look in encyclopedias, biographies, and at filmstrips to find information about the journeys of exploration. Have them write reports, prepare tapes, or illustrate in various ways their findings about the ships used by explorers, the conditions under which the crews of explorer's ships lived and worked, the problems explorers encountered on their cross-Atlantic trips and on land in the New World.

Model Building

Have the children build models of the sailing ships used by the explorers.

Biographies

Encourage the children to read biographies of the explorers. Have them write reports or construct dioramas based on their reading. The teacher is also encouraged to show the class selected filmstrips and films about the explorers.

Modern Explorers

It appears that humans on Earth soon will be ready to explore other planets. Encourage children to think imaginatively about space explorations in order to experience the kinds of feelings the explorers of the Americas must have had. Let them plan to equip an exploring ship, prepare for dangers in distant places, imagine saying farewells to friends on Earth.

Field Trip

Plan a trip to the Metropolitan Museum of Art Junior Museum, where pupils can manipulate an electrically-operated World Map showing the routes of the explorers.

Settling the American Colonies

Key Questions:

1. Why did people want to move from Europe to America?
2. How did people live in the colonies?
3. How did a tradition of democracy develop in the colonies?

1. Why did people want to move from Europe to America?

All the countries involved in the exploration of the Americas eventually wanted to start colonies there. Their motives were primarily economic--to take advantage of natural resources and create new markets--and political--to establish substantial bases of power in the New World. Of greatest interest to us are the colonies of England, Holland (essentially in the New York area), and Spain (resulting in the use of the Spanish language in places like Puerto Rico). Note: classes with members from French-speaking Caribbean countries may also wish to examine French colonies.

What would make people leave their countries to move to a wild and unknown land? Some of the people who came to settle in America came because of religious persecution. Their experience set the precedent for religious freedom in the United States. Others who came were adventurers, wanting to experience a new way of life and willing to take risks. Others were poverty-stricken Europeans who hoped to be able to start a new life with promising opportunities if they could somehow pay for the trip across the ocean. Sometimes they became indentured servants, contracting with an employer in the New World (often a tobacco planter) to work for 5 years in exchange for passage. Some were brought as slaves. Still others were debtors and criminals, who were permitted to come to the new land instead of remaining in prison. The first colonists were also the first immigrants to come to America--beginning a tradition that continues today.

Language Expansion:

colony	settler
colonist	settlement
economic	immigrant
political	indentured servant

Activities

A Talk

Ask the children to imagine that the government has just announced that it wants to start a colony on Mars. A large area of land has been found to be suitable for human life. The government wants people to settle there. Each person will get free land and tools for building a house and starting a farm if he/she can buy a one-way ticket for \$500. Have the children answer these questions:

1. Why does the government want people to move to Mars?
2. What kind of reasons might you have for wanting to go there?
3. What other reasons might there be?
4. What would be hard about making this move?
5. What would you want to take with you?
6. What would you want to know about Mars before you sign on?
7. How would your move be similar to the move of the earliest settlers?

A Story

The Pilgrims and the Puritans were two groups of early settlers. Both groups came because they disagreed with the Church of England and were persecuted because of their beliefs. Find books for the children to read (or read the books to them) telling the stories of these groups. Encourage the children to dramatize the stories (especially if Thanksgiving is near).

Write a Compact

In the year 1620, before the Pilgrims left their ship, the Mayflower, they wrote an agreement called the Mayflower Compact. It was essentially a plan for self-government. The Mayflower Compact reflects the hope the Pilgrims had that the new experience would be better than the one from which they had fled. In the Mayflower Compact they wrote that the people starting the colony would enact and follow the laws that were made, and that laws would be made by majority rule after a vote of the people (not representatives), and that all laws would treat all persons fairly.

After telling the children about the Mayflower Compact, ask them to make up a compact for a settlement they might want to start in another land or on another planet. Remind them that they would like the new life to be better than the old. How will they make laws to be sure this will happen?

A Research Project

Have the children do research to find about about the slave trade that brought many Americans unwillingly to America. Let them use reference materials, trade books, and audio-visual materials to find out where and how Africans were captured, brought to America, and sold into service.

2. How did people live in the colonies?

The first English settlement in North America was Jamestown, Virginia, founded in 1607. Like many of the settlements to come, Jamestown was a business venture started by a stock company called The London Company. It had a disastrous start. Many of its first residents were gentlemen who were neither accustomed to nor eager to put in the hard work needed for survival. Before the end of the first year, most of the settlers had died of starvation and disease. The colony was saved by John Smith, a soldier, who took power. Smith instituted a "no work--no food" policy, which compelled all the colonists to participate in survival activity. In 1610 new settlers arrived to save the colony from abandonment.

Not all the new colonists encountered as many problems as the Jamestown settlers did, but by studying the history of Jamestown the children will become aware of the dangers and problems that faced the settlers.

The English founded 13 colonies, which eventually became the 13 original United States. For purposes of study, these can be divided into the New England Colonies, the Middle Colonies, and the Southern Colonies. Different groups within these colonies had their own reasons for starting settlements and their own solutions to the problems that arose, but they shared similar geographical and climatic situations, which (to some extent) determined their economic growth. Studying these colonies, the children will see how the settlers who came to North America met their basic needs in order to survive.

Language Expansion

Jamestown
Stock Company

London Company
Thirteen colonies

New England Colonies

Massachusetts
Connecticut
New Hampshire
Rhode Island

Middle Colonies

New York
Pennsylvania
New Jersey
Delaware

Southern Colonies

Virginia
North Carolina
South Carolina
Georgia
Maryland

Activities

Map Study

On a map of the United States, have the children find the states that originated as the 13 colonies.

Give the children outline maps of the United States and have them color in the 13 colonies, writing in the names of colonies to make a political map.

Have the children make a physical map of the colonies by using a physical map of the United States today and transferring the information to an outline map.

Have the children trace maps of the 13 colonies, showing which were Southern, Middle, and New England colonies by making a color key and color coding the groups of colonies.

A Model

Help the children find a map of the Jamestown settlement. Using classroom arts and crafts materials, let them build a model of the colony.

Dramatization

Have the children act out a scene between Captain John Smith and the gentlemen settlers in Jamestown who did not want to work. Have Captain Smith tell them: "No work, no food!" Tell the children to include in the reactions of the gentlemen the realization that their alternative to obeying was death.

A Story

Tell the children (or let them read) the story of Captain John Smith and Pocahontas. Pocahontas was an Indian chief's daughter who is said to have saved Smith's life by throwing herself over his body just as her father, Powhatan, sought to kill him. The truth of the story is doubtful, but the legend is told often. (Pocahontas did, in reality, marry John Rolfe, an English tobacco planter.)

Research Project

Have the children research and present information about other early settlements. Let each choose a settlement and study one or more aspect of the experience of the settlers who lived in it:

1. Why they came to America;
2. Where the settlement was located;
3. What the climate and geography were like there;

4. What form of government the settlement had;
5. How the settlers got along with the Indians;
6. What kinds of work were done in the settlement to survive;
7. What kinds of work were done in the settlement to make money;
8. Who were the famous leaders of the settlement?

The Dutch settlement of New Amsterdam, which later became New York, should be of special interest to the children. A field trip to the Museum of the City of New York would help to bring the study of New Amsterdam to life.

A Cross-Section Study

The New England, Middle, and Southern Colonies differed from one another in geography and climate. These differences shaped their histories. For instance, the mild weather and fertile land of the South made it right for the cultivation of tobacco and cotton. The rocky, cool environment of the New England Colonies made them unsuitable for large-scale farming, but the presence of many streams provided water power for early factories.

Have the children make a chart comparing these elements across the three areas:

1. Climate;
2. Geography;
3. Natural Resources;
4. Principal Industry.

Biographies

Encourage the children to read or listen to biographies of important colonial leaders. Some of these are:

Captain John Smith (Jamestown)
John Winthrop (Massachusetts)
William Bradford (Plymouth)
Roger Williams (Rhode Island)
Anne Hutchinson (Portsmouth)
George Calvert, Lord Baltimore (Maryland)
Peter Stuyvesant (New York)
Peter Minuit (bought Manhattan for \$24 in trinkets)
William Penn (Pennsylvania)

3. How did a tradition of democracy develop in the colonies?

The English settlers who came to the New World brought from their mother country a long-standing tradition of democracy. They assumed that they were entitled to "The Rights of Englishmen";

1. The right of the people to be represented in the government.
2. Laws can be enacted and taxes levied only by the people, through their elected representatives.
3. Every person accused of a crime has a right to a fair trial and judgment by a jury of peers.
4. The right of an arrested person to a writ of habeas corpus, entitling him to be informed of the charges against him and to be given a speedy trial (to prevent the extended, and often unexplained, imprisonments that had been common in Europe).
5. A warrant is necessary for a search of a person's home or to make an arrest.
6. Soldiers may not be lodged in private homes without the permission of the householder.
7. The people can ask the government to correct abuses of rights and justice.

This list of rights had evolved through a long and unhappy history of struggle between people and governments in Europe. They are direct responses to some of the worst forms of mistreatment the people had experienced.

As the colonies grew and prospered, several notable points in the evolution of American democracy can be noted.

1. The Virginia House of Burgesses, established in 1619, was the first representative assembly in America. It introduced to America the form of government we still employ: representatives elected by the people, and two houses of Congress.
2. The Mayflower Compact was an agreement written by the Pilgrims in 1620 before they left their ship, the Mayflower. It set forth the principle of government with the consent of the governed--meaning that government gets its power from the people, and keeps it only with the support of the people.
3. The Fundamental Orders of Connecticut (1639) was the first constitution written in America.

4. New England Town Meetings, held in all New England villages, were a form of direct democracy: every person votes directly, not through a representative.
5. Power of the Purse--the ability of an elected body of representatives to control public funds--allowed elected assemblies to control governors appointed by a king.
6. The Trial of Peter Zenger (1735) established that people could not be punished for making true accusations against the government--the basic principle of freedom of the press.
7. Separation of Church and State was established by Roger Williams in Rhode Island. People of all faiths were welcome to the colony, which guaranteed that no one faith would dictate the way the colony was to be governed.

It is also interesting to note that there were some undemocratic features of life in the colonies, many of which have since been corrected.

1. Only male property owners had the right to vote. In some colonies, particularly Massachusetts, there were also religious qualifications for voting.
2. In many of the colonies the governor was not elected, but appointed by the King.
3. In most colonies, officials were appointed by the governor without the consent of the assembly.
4. The governor or king could veto laws passed by assemblies. As the children learn about the development of American democracy, the teacher should emphasize that people did not--indeed, still do not--always enjoy many of the freedoms we enjoy now in the United States. These freedoms were won by people who were willing to die for them. Teachers may want to reinforce this idea by asking the children to imagine what their lives would be like without these freedoms, and ask them whether they, like the colonists, would be willing to fight to save them.

Language Expansion

democracy	tax	government
direct	jury of peers	elected
representative	trial	consent
right	warrant	constitution
tradition	milestone	governor
law	assembly	separation of church and state
qualification	legislature	freedom of the press

Activities

Experience in Democracy

In some classrooms, the teacher is an absolute ruler, making all the decisions about how the classroom is to be run. Because the teacher is ultimately responsible for the safety and education of the children, this structure is often deemed necessary. However, the teacher can allow the children to participate democratically in some aspects of classroom life. Have periodic class meetings, much like the Town Meetings of New England. Let the children propose new rules (laws) for the classroom, or change or challenge old ones. Have the children discuss their feelings and insights, and then vote. Be careful that they are dealing only with areas of classroom management that they can be allowed to change. To encourage them to vote on matters they cannot genuinely control would be an experience in dictatorship--which might result in their taking the kinds of actions the colonists took!

Mock Trial of Peter Zenger

Holding a make-believe trial of Peter Zenger will enable the children to experience two aspects of the colonists' fight for democracy. First, they will see how a trial by a jury of peers is conducted. (You might contrast this to the situation in which a king or governor makes an unappealable decision and has the power to enforce it at whim.) Second, they will experience Peter Zenger's historic fight for freedom of the press.

Experience in Freedom of Speech

Have the children write editorial: or plan editorial speeches about a school condition they want to criticize. Allow them to air their views and to debate them with other students. Point out to them that at certain times, and in many countries (historically and at present), people might risk their lives or their freedom for such criticism.

Class or School Government

Have the children elect officers for a class government. Have these officials preside over class meetings, or parts of class meetings. Encourage the children to participate in the student organization of the school, voting for student officials and class representatives. (Be sure to clear this with the principal of the school first, so that he/she is aware of the participation of special education students in mainstream activities.)

Tax Study

Have the children study the ways in which taxes are collected in the United States today. Help them understand sales taxes, income taxes, and property taxes. Explain that taxes are necessary to provide governments with the money that they then spend on services for the people. Let the children make a chart or graph showing what kinds of services are provided by governments (e.g., defense, roads, schools) and what percentage of the national budget goes to each service.

Establishing the United States

Key Questions:

1. Why were the American colonists in conflict with England?
2. How did the colonists win independence?
3. How did the colonists plan a new government?
4. What great American symbols have become part of our heritage?

1. Why were the American colonists in conflict with England?

It was not the original intention of the colonists to launch a new nation. Only after extensive conflict with England did they begin to unite to defend the rights they had come to claim in America. The essential conflict lay in the tension between the British view of colonies as a source of raw materials and a growing market for manufactured products, and the colonist's interest in creating their own industry and achieving their own prosperity. The Revolutionary War grew out of these unreconcilably different aspirations. The political history of the United States from the Revolutionary War to the present can be seen as a series of conflicts and resolutions. In many ways, the conflicts resemble the inner familial and social conflicts that children experience. In our study of the Revolutionary War we can look at the conflict in these terms.

The American Revolution was our first conflict as a nation, the struggle which gave us our independence. Teaching about this conflict, the teacher might liken it to the way children feel when they are getting ready to leave their parents home to begin their grownup lives, focusing on the nature of the conflict rather than the names and dates of specific actions--although learning about actions will make the study more colorful and real.

A discussion strategy is used to initiate the study. Using pictures or audio-visual materials to motivate discussion, explain the situation of the colonists in conflict with England. Chart 6-1 can be used as a guide for discussion. Encourage the children to imagine how they would feel had they been colonists.

Additional activities should be brought in as the study progresses. These can include art projects (e.g., illustration, diorama-making, model making); creative dramatics activities (e.g., role-playing scenes from the conflict); research and reporting. Activities appropriate to the interests and abilities of the children should be chosen by the teacher.

Chart 6-1

The Colonies in Conflict with EnglandAmerican ColoniesSaw the British as:

controlling the growth of
American industry.
depriving the people of many
rights.
forcing the payment of high
taxes.

Wanted to:

be free to develop businesses
and industry and prosper.
be treated fairly and justly.

Had these reactions:

paid little attention to the
British Acts.
developed a widespread
smuggling network.
began to complain and ask
England to change her laws.
began to refuse to carry out
British orders.
demanded the removal of British
troops from Boston.
staged the Boston Tea Party--
threw 342 cases of tea into
Boston Harbor.

EnglandSaw the Colonies as:

a source of food and raw materials.
a market for industrial products.

Wanted to:

prevent the Colonies from competing
with her own industries.
continue to draw raw materials from
the New World.
prevent other European countries
from competing with her in trade
with the colonies.

Took these actions:

passed Acts to place heavy taxes on
goods sold to the colonies (Sugar
Act, Stamp Act, Townshend Act).
passed Acts requiring that goods be
shipped to and from the colonies
in British ships; that certain
products from the colonies be
sold only to England; that
European goods sold to the colonies
go through England and be taxed.
suspended the Colonial legislatures.
required that British soldiers be
quartered, supplied, and paid by
the colonists (Quartering Act).
allowed soldiers to fire into a
crowd of Boston Patriots, killing
5 and wounding 6--the Boston
Massacre.

Took these actions:

organized the first
revolutionary army--the
Massachusetts Minutemen.

held the first Continental
Congress (1774).

prepared to stand their ground
against the British army;
set up a warning system to
alert the Minutemen (Paul
Revere's ride).

Had these reactions:

had Governor Gage send troops to
disarm the Minutemen and capture
their leaders, Samuel Adams and
John Hancock.

Language Expansion

conflict
revolution
patriot
enforce
massacre
Minutemen

Boston Tea Party
Boston Massacre
Lexington, Massachusetts
Concord, Massachusetts
Continental Congress

2. How did the colonies win independence?

The colonists united quickly when the conflict with England escalated to violence--e.g., the Boston Massacre, the Boston Tea Party, and other clashes. The First Continental Congress was called in 1774, and brought representatives from all the colonies together to issue a Declaration of Rights and Grievances objecting to the actions of the British. A revolutionary army--the famous Minutemen--were mobilized by Paul Revere in Massachusetts. "Committees of Correspondence"--a network of groups that produced newsletters rallying the colonists--were quickly developed.

The Revolution began on April 19, 1775, and continued until 1782, when England finally agreed to stop fighting and negotiate a peace with the new nation. During the war, many battles were fought throughout the colonies. The colonists fought bravely, and generated legends, songs, and poems that the teacher may want to share with the children.

Perhaps the best way to illustrate the course of the American Revolution is by using films and filmstrips about the events that took place and the people who participated in them. Activities should focus on enabling the children to understand and take pride in the events of the American Revolution.

Language Expansion

rebels
redcoats

battle
general
loyalists

revolutionaries
Committees of Correspondence

ActivitiesResearch Projects

Have the children use reference books and audiovisual materials to find out the First and Second Continental Congresses. These were the meetings at which representatives of the colonies first decided to unite to achieve a common goal.

Map Study

The battles of the American Revolution took place throughout the colonies. Have the children trace maps of the 13 colonies, and mark the sites of famous battles. They may want to use their maps to create a bulletin board on which each important battle is illustrated and explained.

Biographies

Encourage the children to find out about famous leaders of the American Revolution by reading biographies or viewing audiovisual materials about them. Among the most important figures are:

George Washington
Samuel Adams
John Adams
Molly Pitcher
Paul Revere

John Hancock
Benjamin Franklin
John Paul Jones
Ethan Allen
Robert Morris

Haym Salomon
Peter Salem
Andrew Hamilton
Patrick Henry
Thomas Paine

A Slide Talk

Let the children draw maps and pictures of events leading up to or taking place during the Revolution. Have them draw on transparencies with indelible markers. They can show their "slides" in chronological order on an overhead projector, explaining them to the class.

A Demonstration

The Stamp Act of 1765, which required that stamps be bought and fixed on such commonly purchased items as newspapers, almanacs, playing cards, pamphlets and legal documents, caused a broader angry reaction than the other taxes levied against the colonists because it affected everyone. The Stamp Act sparked demonstrations around the colonies, and was the direct source of the slogan "No taxation without representation."

Have the children discuss the slogan. Then have them make placards, leaflets, or pamphlets of the kind that the colonist might have created in their protest of the Stamp Act.

Committees of Correspondence

Newsletters describing events as they were happening in the period preceding the Revolution circulated from colony to colony and helped to unite the colonists. Have the children write a newsletter that might have come from a Committee of Correspondence.

A Poem

The Star Spangled Banner was written by Francis Scott Key to describe a battle during the American Revolution. Let the children read the poem aloud together and discuss its meaning. If they do not know it as the national anthem, teach them to sing it. Encourage them to draw pictures and make models or dioramas of the battle. Help them write their own poems about the Revolution.

A Debate

Have the children take the parts of a rebel and a loyalist and argue for or against independence from England.

3. How did the colonists plan a new government?

The American Revolution lasted until 1782, when the British Parliament agreed to stop fighting and negotiate a peace. The date marked as our date of independence is, of course, July 4, 1776. On that day the Declaration of Independence was signed and adopted by representatives from all 13 original colonies, who thus stated that they were free and independent of England.

The Revolution generated four documents that should be known to the children:

1. The Declaration of Independence (1776): declared the colonies independent of England.
2. The Articles of Confederation (1781): created a central government for the new federation of states.
3. The Constitution (1787): designed the structure of the new nation's government.
4. The Bill of Rights (1791): added to the Constitution guarantees of personal freedoms.

If antique copies are available to view, the children will enjoy seeing what the originals look like.

The structure of the new government was spelled out in the Constitution. Although it has been modified somewhat by twenty-six Amendments, this is the same structure within which our government operates today.

The Constitution describes three branches of government: Legislative (Congress, including the Senate and the House of Representatives); Executive (President and Vice President); and Judicial (the Supreme Court). The responsibilities of each branch are spelled out in detail, as well as the limitations on the power of each. A system of "checks and balances" is built into the Constitution, giving each branch ways to keep each other branch from becoming too powerful--thus preventing a tyrant or group of tyrants from gaining complete power, and maintaining "government by the people" in name only.

By studying this unit, the children will be learning about how their government works. This is information that they will need as citizens of today. Teachers are encouraged to reinforce the study of colonial government through current events studies showing the government in action today.

Language Expansion

independence	Legislative Branch	Congress
Declaration of Independence	Executive Branch	House of Representatives
Articles of Confederation	Judicial Branch	Senate
Constitution	Supreme Court	White House
Bill of Rights	president	checks and balances

Activities

Research Study

Have the children use reference books and audiovisual materials to find out about the four documents of the Revolution. Have them find out where and under what circumstances they were written, what events led up to the writing, who participated in the writing, and what the main idea is of each document.

A Chart

Help the children make a chart showing the structure of the government of the United States. Include the Legislative, Executive, and Judicial branches, and have the children list the responsibilities of each branch.

A Bulletin Board

Have the children make a bulletin board display showing our current leaders in each branch of government. Show the president and vice president, the senators from our state, the representatives from our city, and the Supreme Court judges. Put each official's name beneath his/her picture.

A Chart

Help the children make a chart showing how a law is made, from the time it is suggested by a senator or representative to the time it is enacted and put into effect.

A Visit

Take the class to visit the polling place in the school on Election Day. Show them how American citizens vote. Encourage them to speak to the election officials to find out how people register to vote. If the children live in the immediate neighborhood of the school, let them look for their parents' names in the voting book.

Research Study

Have the children find out how the Constitution can be amended. Have them find out the progress of the Equal Rights Amendment. Let them find out why its proponents would like to see it passed, and why its opponents object to it. Do the children think it is an important amendment? Why is it having difficulty passing? Let the children examine other amendments to the Constitution, explaining why each was important and necessary.

A Debate

The most recent amendment to the Constitution is Amendment XXVI, granting the vote to 18-year-olds (lowering the voting age from 21).

Introduce the Amendment as it is written in the Constitution.

Section 1, the Legal Age is Lowered.

The rights of citizens of the United States, who are 18 years of age or older, to vote shall not be denied or abridged [reduced] by the United States or by any state on account of age.

Help the children understand the meaning and vocabulary of the amendment. Then ask them to give their opinions about whether 18-year-olds should be allowed to vote, and about what individuals must do in order to vote responsibly.

Research Study

Have the children find out what is meant by a system of "checks and balances." What might have happened to our government if this system had not been incorporated?

4. What great symbols have become part of our American heritage?

People identify with symbols. It is through the symbols of the United States of America that we identify ourselves as citizens. When the new nation was created, it adopted symbols that we still use today: the flag, the National Anthem, the Pledge of Allegiance, the Seal of the United States, and the national bird, the bald eagle. To conclude their study of the American Revolution, the children might examine the symbols that have come down to us from the founders of our nation. The children will be confirming their national identity by finding these symbols in their environment, and by discovering what they mean to citizens.

Language Expansion

symbol	national anthem
flag	seal
citizen	nation
pledge	country
allegiance	bald eagle

Activities

Flag Study

Show the children pictures of the flags of many nations. Help them find the "Stars and Stripes." Discuss the meaning of the white stars on the blue field and the red and white stripes. Have them make a listing of all the places they see the flag. Discuss the purpose of a flag.

A Bulletin Board

Help the children identify the flag with the country by making a bulletin board with an American flag in the center and pictures of the United States around it. Have the children find the pictures in magazines, or bring in postcards they have received or photos they have taken on trips. The board might also show faces of people who are Americans with different ethnic origins.

Study the Pledge

Although the Pledge of Allegiance is rarely recited in schools now, it is still part of our American heritage. The children have probably heard it recited at ball games, meetings, scout activities, and other functions. Help them study the meaning of the words in the Pledge of Allegiance. Help them do research to find out its origin and purpose. Let the children decide, by democratic process, whether they would like to say the Pledge in class.

Learn our Songs

Teach the children to sing America the Beautiful and The Star Spangled Banner. Discuss the meaning of the words. If any of the children play instruments, the class might want to prepare a performance--perhaps with the songs done to a rock beat. Other songs speak of and praise our country. This Land is Your Land is a famous one. Teach this song to the children and let them enjoy singing it. Have them make a scrapbook or bulletin board illustrating its words.

A Research Report

Have the children find out how the bald eagle came to be a national symbol. Let them find out about the life of the bald eagle, and why it has become an endangered species.

Our Seal

Show the children a picture of the Seal of the United States. Ask them where and when it is used. (If the children have occasion to write to their senators, the replies will show the seal.) Have them find the seal on a dollar bill. Explain what each part of the seal means.

Creating a Symbol

Let the children experience the impact of symbols by creating class symbols: a flag, a seal, a song. Have them use colors, shapes, and objects that have special meaning to them.

United States Map

Often the configuration of the United States map is used as a symbol. Have the children cut silhouette maps out of construction paper. Have them practice making other kinds of maps of the United States--physical maps, political maps, maps showing the colonies, etc.

Teaching Resources

Books for Children

American Heritage. The American Heritage Book of Indians. New York: Simon & Schuster (Heritage Publishing Co.).

Bannon, Laura. When the Moon Is New. Chicago: Albert Whitman.

Barr, Jene. This Is My Country. Chicago: Albert Whitman.

Barry, Erick. Leif the Lucky: Discoverer of America. Champaign, Illinois: Garrard.

Blassingame, Wyatt. Osceola: Seminole War Chief. New York: Garrard.

Buehr, Walter. The Spanish Conquistadores in North America. New York: Putnam's.

Buehr, Walter. The Viking Explorers. New York: Putnam's.

Bureau of Indian Affairs. Famous Indians: A Collection of Short Biographies. Washington, D.C.

Cavanah, Frances. Our Country's Story. Chicago: Rand McNally.

Clark, Ann Nolan. The Little Indian Basket Maker. Chicago: Childrens Press (Melmont Publishers).

Coffman, Ramon Peyton. Famous Explorers for Young People. New York: Dodd, Mead.

Coy, Harold. Presidents. New York: Franklin Watts.

d'Aulaire, Ingri and Parin, Edgar. Pocahontas. Garden City: Doubleday.

Davis, Burke. Black Heroes of the American Revolution. New York: Harcourt Brace Jovanovich.

Desmond, Alice Curtis. Your Flag and Mine. New York: Macmillan.

Dyment, John. Meet the Men Who Sailed the Seas. New York: Random House.

Evans, R.E. American War of Independence. Minneapolis: Lerner.

Farquhar, Margaret C. Indian Children of America: A Book To Begin On. New York: Holt, Rinehart and Winston.

- Felton, Harold W. and Sampson, Deborah. Soldier of the Revolution. New York: Dodd Mead.
- Fritz, Jean. Can't You Make Them Behave, King George? New York: Coward McCann Geohan.
- Fritz, Jean. Who's That Stepping on Plymouth Rock? New York: Coward McCann Geohan.
- Grosbeck, Joyce and Attwood, Elizabeth. Great Explorers. Grand Rapids, Michigan: Fidler.
- Hood, Flora Mae. Something for the Medicine Man. Chicago: Childrens Press (Melmont Publishers).
- Hudson, Selma. About Spices. Chicago: Childrens Press (Melmont Publishers).
- Jacobs, William Jay. Prince Henry, the Navigator. New York: Franklin Watts.
- Kohn, Bernice. Talking Leaves: The Story of Sequoyah. New York: Hawthorn Books.
- Krasilovsky, Phyllis. Benny's Flag. New York: World Publishing.
- Kurtz, Henry Ira. Captain John Smith. New York: Franklin Watts.
- Lacy, Dan. The Lost Colony. New York: Franklin Watts.
- Lee, Susan and Lee, John. Events of the Revolution, Cities of the Revolution, Heroes of the Revolution (series). Chicago: Children's Press.
- Levenson, Dorothy. Women of the West. New York: Franklin Watts.
- McCall, Edith. Explorers in a New World. Chicago: Childrens Press.
- McGovern, Ann. If You Lived with the Sioux Indians. New York: Four Winds.
- Miller, Natalie. The Story of the Star-Spangled Banner. Chicago: Childrens Press.
- Phelan, Mary Kay. Four Days in Philadelphia--1776. New York: Crowell.
- Polking, Kirk. Let's Go on the Half Moon with Henry Hudson. New York: Putnam's.
- Robbin, Irving. The How and Why Wonder Book of Explorations and Discoveries. New York: Wonder Books.

- Sheppard, Sally. Indians of the Eastern Woodlands. New York: Franklin Watts.
- Sheppard, Sally. Indians of the Plains. New York: Franklin Watts.
- Sobol, Rose. Woman Chief. New York: Dial Press.
- Tooze, Ruth. America. New York: Viking Press.
- Waller, Leslie. Our Flag: A Book To Begin On. New York: Holt, Rinehart and Winston.
- Wood, Nancy. Many Winters: Prose and Poetry of the Pueblos. Garden City: Doubleday.

Books for Teachers

- Batterberry, Arianne and Batterberry, Michael. The Pantheon Story of American Art: For Young People. New York, Pantheon.
- Berger, Josef; Wroth, Laurence C.; and the editors of American Heritage. Discoverers of the New World. New York: American Heritage.
- Hess, Robert D. and Torney, Judith. The Development of Political Attitudes in Children. Garden City: Doubleday.
- Hotchkiss, Jeanette. American Historical Fiction and Biography for Children and Young People. Scarecrow Press.
- Ingraham, Claire R. and Leonard, W. An Album of Women in American History. New York: Franklin Watts.
- Outhwaite, Leonard. Unrolling the Map: The Story of Exploration. New York: John Day.
- Pizer, Vernon. Ink, Ark and All That: How American Places Got Their Names. New York: Putnam's.
- Seidman, Laurence. "Teaching About the American Revolution Through Its Folk Songs." Social Education (November, 1973).

Filmstrips

- Allyn and Bacon, Inc. Explorers and Discoverers Sound Filmstrips Series (14 titles, color; record or cassette).
- Allyn and Bacon, Inc. More than a Flag (cassette or record, color).
- Coronet. Exploring the New World Series (filmstrips with records or cassettes).
- Coronet. Famous Indian Chief Series (filmstrips with records or cassettes).

- Coronet. Washington, D.C. Series (6 titles: record, color).
- EyeGate. Indians of America Series.
- McGraw-Hill. Washington, D.C.: Our Capital City Series (5 titles; captions, color).
- Colonial America, The Revolution; McGraw-Hill Textfilms.
- Scott Education Division. How the Indians Lived Series (5 titles, color; captions).
- Scott Education Division. Mapstrips: Age of Discovery and Exploration Series (7 titles, color; captions).
- Society for Visual Education. Patriotic Music Series (2 titles; captions, color).
- Troll Associates. Our Government and How It Works Series (4 titles; captions, color).

Films

- Coronet. Dawn of the American Revolution: A Lexington Family.
- Coronet. Indian Influences in the United States.
- Encyclopedia Britannica. The American Flag.
- Encyclopedia Britannica. The English and Dutch Explorers.
- Encyclopedia Britannica. Franklin, Benjamin.
- Encyclopedia Britannica. Indian Family of Long Ago.
- Encyclopedia Britannica. Jefferson, Thomas.
- Encyclopedia Britannica. Mesa Verde Mystery of the Silent Cities.
- Encyclopedia Britannica. The Pilgrims.
- Encyclopedia Britannica. The Story of Christopher Columbus.
- Encyclopedia Britannica. Washington, George.
- McGraw-Hill Films. Government.

Duplicating Masters

ESP Inc. Famous Pioneers.

Instructor. Practice in Geography.

Instructor. Social Studies Skill Building Puzzles (Book C).

Mixed Media

Bowmar/Noble. In Praise of Our Country--Four Patriotic Recordings
(dramatic presentation on records).

Opportunities for Learning. Discover America (book of games).

Opportunities for Learning. American Holidays and Special Occasions
(cassettes).

Opportunities for Learning. Great American Workbook (grades 2-6).

Opportunities for Learning. Our Ethnic Heritage.

GLOSSARYA

Ability: the power to do something, either mental or physical; ableness.

Action: the doing of something.

Adaptation: adjustment to the conditions of the environment.

Afraid: filled with fear, frightened.

Aggression: forceful, attacking action expressed physically, verbally, or symbolically.

Agriculture: the science of preparing soil, producing crops, and raising livestock.

Aliens: life-forms that are not from Earth.

Alike: exactly or nearly the same.

Altitude: height above sea level.

Angry: filled with rage; feeling or showing anger.

Antarctic: the region around the South Pole.

Appearance: look or outward aspect.

Aptitude: ability; capacity; talent.

Arctic: the region around the North Pole.

Arid: dry.

Atmosphere: the envelope of moisture and gases around a planet.

Attitude: mental set.

Axis: an imaginary line through the middle of the earth, around which the earth rotates.

B

Balance of Power: a distribution of power among nations even enough to means of prevent any one of them from becoming too strong or dangerous.

Basic Needs: the things all living things must have to stay alive.

Bay: an inlet on the shore of an ocean or lake, not as large as a gulf.

Beauty: something pleasing to the senses.

Behavior: manner of behaving; conduct; manners

Beliefs: ideas we agree with and usually think are true.

Biological Resource: a resource that is living or was once alive.

Body Image: the conscious and unconscious pictures a person has of his/her body at any moment.

Borough: one of the administrative units of a city or country.

Boundary: anything that marks a limit.

Broadleaf Forest: a forest in which the trees have leaves, not needles.

C

Canal: channel filled with water; built for transportation, irrigation, or drainage.

Cape: point of land that reaches out into a body of water.

Capitalism: economic system that encourages private ownership of property, personal profit, and use of capital (money).

Case Study: a collection of facts about a single event.

Category: a group of people or things that are alike in some way.

Census: a careful count of the members of any selected group.

Change: become or make different.

Choices: different things or actions from which you can select.

Circle Graph: a graph in the shape of a circle.

Citizen: a member of a community, with rights and responsibilities.

City: a very large community with many people and its own government.

Classify: to group things that are alike in some way.

Climate: the pattern of the weather in a particular place over years.

Climate Zone: one area with a certain climate.

Coast: the land along the edge of the sea or ocean.

Coastline: the boundary line where the land meets the water (ocean or lake).

Communicate: share information, ideas, and feelings with others.

Communication: the exchange of information and ideas.

Community: a place where people live and work together.

Community Government: a group of leaders that manages the affairs of a community.

Compare: look at two or more things to find out how they are similar or different.

Compass Rose: a symbol showing where to find north, south, east, and west on a map.

Conflict: an argument or fight between people or groups of people.

Congress: the branch of the United States government that makes laws, composed of the Senate and the House of Representatives.

Conservation: protection of natural resources.

Consumer: user of goods or services.

Continent: one of the seven large land masses--Africa, Antarctica, Asia, Australia, Europe, North America, South America.

Continental Climate: climate found far inland, usually subject to wide temperature swings.

Continental Divide: the area at the top of the Rocky Mountains that divides all rivers flowing toward the Pacific Ocean (west) from all rivers flowing toward the Atlantic Ocean (east).

Continental Drift: the movement of the earth's continents over millions of years.

Cooperate: work or act with one or more persons to do a job, or toward the same goal.

Council: a small group of people chosen to make laws for a community.

Country: a land with its own government and flag, made up of many communities.

Court: place where a judge (and sometimes a jury) makes decisions about conflicts according to the law.

Crime: an action against the law.

Critical Thinking: organization and classification of related ideas; distinction of fact from fantasy and different points of view.

Criticism: feedback about a person's performance for purposes of self-improvement.

Culture: the ideas, habits, skills, arts, tools, languages, institutions, and beliefs of a group of people.

Current: steady movement of a body of water or air.

Custom: practice common to some particular people or place.

D

Decay: become run-down.

Decision: a selection made from two or more choices.

Decline: lessen in force, health, value; deteriorate; decay.

Delta: land built up of soil deposited by a river at its mouth.

Depend: rely on other people or things to meet one's needs.

Desert: land with little rainfall, scanty vegetation, and few trees; often covered by sand.

Different: not the same; not alike.

Direction: the point toward which something goes, moves, or points.

Distribution: the division of goods and services among a group of people.

Domestic System: economic system under which goods are made by hand in the home.

E

Earth: the planet on which we live, made up of land, water, and air.

East: the direction of sunrise.

Ecology: the study of the interrelationships between living things and their environment.

Economy: a system of developing resources and producing, distributing, and consuming goods and services.

Ecosystem: a system made up of all the living and non-living things interacting in a given region.

Elect: choose by voting.

Elevation: height above sea level.

Eminent Domain: the right of a state or nation to take privately-owned land for public use after paying the owner.

Emotion: a feeling, such as fear, anger, grief, joy, love.

Empathy: an awareness of and sympathy for the feelings, emotions, and behavior of another person.

Employ: use; hire a person to work.

Employability Skills: work related competencies needed by all people seeking employment; the general basic skills needed for getting and keeping an entry level job.

Employer: a person who hires the services of others.

Energy: the strength or power to move, to grow, to change things, or to do work.

Energy Resources: sources in the environment from which we can get energy: plants, coal, oil, moving water, wind, atomic fission.

Environment: everything around us; everybody and everything that plays a part in the life of any living thing.

Equator: an imaginary line drawn around the middle of the earth, halfway between the North Pole and the South Pole.

Erosion: the wearing away of the earth's surface by water, wind, waves, or glaciers.

Ethics: code of moral principles, duties, and practices.

Ethnic Group: a group of people that have a common history, race, and culture.

Evaporation: the change of water into a vapor (gas).

Explorer: person who travels to unknown places to discover new things.

Export: carry or send goods to another country.

F

Factory: a building in which things are manufactured (made).

Family: a household; a social unit of related people that lives together and shares responsibility for the well-being of its members.

Fantasy: an imaginary sequence of events or mental images; day dream.

Fear: emotional response to external source of danger.

Feedback: the transfer of part of the output of any circuit back to the input; used to check that the intended output is actually being produced.

Fight: an argument or quarrel.

Food Chain: a sequence of living things in which each link in the chain (plant or animal) feeds on the next link in the chain.

Forest: a woodland community of many plants and animals.

Fuel: any material that makes heat or power when burned.

G

Galaxy: a cluster of stars.

Gap: a space or opening; a low place, in a mountain range through which a road or trail can be made.

Geography: the study of the surface of the earth and its plants, animals, and people.

Glacier: a large mass of ice and snow that moves slowly outward from the center.

Global Community: the community of the whole earth: the largest group to which humans belong.

Globe: a round model of the earth.

Glossary: alphabetical list of words and their meanings, often included at the end of a book.

Goods: merchandise.

Goods and Services: merchandise produced and professional aid performed.

Government: a system of laws and political administration under which the people of a community, city, state, or country live.

Graph: a diagram representing a system of logical relationships.

Grid System: a way of locating points on a map of the earth by drawing parallel horizontal and vertical lines, evenly spaced.

Group: a number of people who communicate and share interests and goals.

H

Habit: pattern of action acquired and become automatic.

Happy: filled with joy or pleasure.

Harbor: a protected part of a waterway where ships stop to load and unload cargo.

Help: make things easier or better; assist to do a job.

Hemisphere: half of a globe or sphere, formed by passing a plane through the center. The Equator divides the Northern and Southern hemispheres; the Prime meridian (0°) and 180° meridian divide the Eastern and Western Hemispheres.

Heritage: a characteristic, culture, or tradition handed down from one's ancestors or the past.

Holiday: a time put aside for people to do special things, honor an important person, or celebrate an important event.

Humid: damp, moist.

Hypothesize: make a guess that needs to be checked to see if it is right.

I

Ice Cap: a large sheet of permanent ice at the North or South Pole.

Identity: self; individuality.

Illegal Immigrant: person who comes into the country without permission.

Imagine: pretend; make up stories.

Immigration: moving of people from one country to another.

Import: bring goods in from a foreign country.

Income: money received for work done.

Index: an alphabetical list, usually at the end of a book, of names, subjects, etc., and the pages where they appear.

Infer: to make a conclusion based on evidence and knowledge.

Inner City: the older, centrally-located part of a city.

Insight: self-understanding.

Instinct: inborn tendency to behave a certain way.

Institution: an established law, custom, practice, system; an organization with a social or education purpose.

Integrity: honesty, sincerity, sound moral principles.

Intelligence: ability to learn and understand; mental ability.

Interdependent: dependent on each other; refers to groups in a community or countries in the global community.

Interview: a meeting in which a person is asked his/her opinions and views.

Island: a land mass completely surrounded by water.

Isthmus: narrow strip of land connecting two larger bodies of land.

J

Job: a piece of work; work done for pay.

Judge: weigh choices and make a decision; a person who weighs choices and tries to decide fairly.

K

Key: guide telling what each symbol on a map or a graph means.

L

Label: give a name to something.

Landlord: person who leases (rents) apartments, houses, or land to others.

Language: the sounds, gestures, and symbols that people use to communicate with each other.

Lava: molten rock from a volcano.

Laws: established and enforced rules of a community, state, or country.

Leader: the person in charge, who makes sure that things get done.

Learning: the process of finding out new ideas, discovering information, or acquiring new skills.

Lease: a contract used to rent property for a period of time.

Legend: key that explains what the symbols on a map mean.

Leisure: free, unoccupied time for fun, relaxation, and enjoyable activities.

Life Skills: abilities needed for daily living to perform tasks of self-care.

Life-Support System: all the things needed to keep a person, animal, or plant alive.

Life System: The sum of all the different kinds of living things of Earth.

Lines of Latitude: imaginary lines running east-west around the globe, parallel to the equator, used to measure distance (in degrees) from the equator.

Lines of Longitude: imaginary lines running north-south around the globe, used to measure distance (in degrees) from the prime meridian.

Listening: making a conscious effort to hear.

Living Things: human beings, animals other than human beings, and plants; all that which is born, develops, and dies.

Locate: find out the position of something; show a position (on a map); establish in a certain place.

Lowlands: place where land is almost at sea level; land flatter and lower than other land.

M

Machine: a tool with fixed and moving parts, for doing work.

Manifest Destiny: idea that the United States should control all the land between the Atlantic and Pacific Oceans.

Manual Labor: work done with the hands (farming, construction work, etc.).

Map: a drawing or chart of a particular space.

Map Scale: a unit of measure, allowing one to calculate the actual size of a place or thing from its size on a map.

Market: place for buying and selling goods.

Mass Media: communication networks that reach large numbers of people (the press, radio, and television).

Mass Production: the making of goods in large quantities, especially by machinery.

Mass Transit: transportation used to move large numbers of people at one time (buses, streetcars, cable cars, elevated trains, subways, etc.).

Mayor: the chief administrator of a city.

Media: means of communication.

Megalopolis: a huge, sprawling urban area made up of a number of cities.

Meridian: a line of longitude; a great circle of the earth passing through the poles and any point on the surface of the earth.

Migrate: move from one region or country to another.

Mineral: nonliving substance occurring naturally in the earth, obtained by mining or quarrying; an element (iron), a combination of elements (bauxite), or a substance of organic origin (coal, petroleum).

Model: a copy of an existing object, animal, or person.

Moisture: water or other liquid causing a slight wetness.

Money: a medium of exchange; what people use to buy goods and services.

Monsoon: a seasonal wind of the Indian Ocean and southern Asia, which blows from the southwest from April to October and from the northeast during the rest of the year. When it blows from the southwest it brings heavy rains, called the monsoon or monsoon season.

Mountain: a natural elevation of the earth's surface, rising steeply, and higher than a hill.

Mountain Range: a series of connected mountains which originated at the same time.

Myth: a traditional story that explains the origin of some belief or fact of nature.

M

National Park: land set aside and protected by the government for people to enjoy.

Natural: anything that is produced in nature, not made by people.

Natural Disaster: an unexpected change in our environment, that may harm people and/or property (e.g., erupting volcano, earthquake, drought).

Natural Environment: the parts of our surroundings not made by people (e.g., air and water).

Natural Resources: all the actual and potential sources of wealth supplied by nature (not made by people).

Natural System: the natural environment; the system made up of the sun, air, water, and land.

Needleleaf Tree: a cone-bearing tree, usually evergreen, with needleshaped leaves (pine, spruce, fir, hemlock).

Need: something useful, desired, or required that is lacking.

Neighborhood: a community or area where people live or work near one another.

Neighbors: people or families living near one another.

Network: a system whose parts are connected to and cooperating with each other.

New World: continents of the Western Hemisphere (North America and South America).

Nomad: a person with no permanent home, who moves from place to place in search of food.

Nonrenewable Resource: any resource that cannot be replaced or renewed once it is used.

North: a direction; toward the North Pole.

North Pole: the northern end of the earth's axis, where all meridians meet.

Northern Hemisphere: the half of the earth that is north of the equator.

Nourish: feed any living thing with substances necessary for life and growth.

Nuclear Energy: the power that can be set free from the heart (nucleus) of an atom.

O

Oasis: place in a desert where there is water and vegetation.

Observe: use our senses to get information about our environment or ourselves.

Ocean: the large body of salt water that covers three fourths of the earth, or any division of that body.

O.P.E.C.: the Organization of Petroleum Exporting Countries.

Orbit: the path of any heavenly body around another body; the path earth follows around the sun.

Orient: the East, Asia.

Orientation: awareness of oneself in relation to time, space, objects, and persons.

Overpopulation: the situation in which a group of living things grows too large in number for the available resources to meet its needs.

P

Parallel: any of the imaginary lines that circle the globe parallel to the equator, representing degrees of latitude.

Pass: low place, or gap, in a mountain range through which a road or trail is made.

Peninsula: a piece of land jutting out from mainland, almost entirely surrounded by water.

People: human beings; any group of human beings.

Perception: awareness of objects or other data by means of the senses.

Personality: everything that makes one person distinctive and individual: values, abilities or skills, intelligence, aptitudes, interests, disposition or temperament, physical make-up, etc.

Physical map: a map that shows land and water forms.

Plains: flat land covered with short grass.

Planets: a body in space that shines by reflected light and moves around a star (sun).

Plateau: level land (plain) at a height considerably above sea level; a tableland.

Plates: huge areas of Earth's crust, slowly moving over, under, and against each other.

Political Map: a map that shows the location of nations, states, dependencies, etc.

Pollutant: something that hurts or dirties the natural system causing pollution: air pollution (smoke and gases), water pollution (chemical wastes), or even noise pollution (loud sounds).

Population: all the people living in a place; a specified group of people.

Population Density: the ratio of people to space; the number of people that live in a measured amount of space.

Positive Feeling: warm, friendly feeling (as opposed to negative, hostile feeling).

Prairie: large, flat or gently rolling grassland.

Precipitation: rain, snow, sleet, or hail; any moisture falling from the sky.

Prejudice: suspicion, intolerance, or hatred of other races, religions, nationalities.

Prehistory: the long period of human existence before writing was invented.

President: the leader of a government; in the United States, the executive branch of the government.

Prevailing Winds: winds that blow in a predictable pattern.

Primary Consumers: an animal that gets the energy it needs directly by eating plants.

Prime Meridian: an imaginary line running from pole to pole, passing through Greenwich, England; 0° longitude; from which longitude is measured.

Problem: a question proposed for consideration or solution; a difficult situation.

Problem Solving: the activity of settling or solving problems or difficult situations.

Produce: to make or manufacture something of value.

Producer: one who provide goods and services.

Protection: a shield from injury.

Psychological Need: something necessary for human psychological health: the need to belong and to be accepted, to love and be loved, to feel safe and secure, to feel a sense of achievement, to experience change, to know or learn, to create beauty and order.

Punishment: a penalty for wrongdoing.

Q

Question: seek an answer; challenge.

R

Rain Forest: a very dense forest in a tropical region where rain is very heavy throughout the year.

Rapport: the conscious feeling of harmonious accord.

Raw Material: natural, unrefined substance that can be changed into a more usable form through processing and manufacture.

Recreation: any form of play, amusement, or relaxation.

Recyclable Resource: a resource that can be reprocessed and used over and over again, (e.g., water or metal).

Recycle: use over again instead of throwing away.

Register: sign up to vote.

Renewable Resource: any biotic resource that can reproduce its own kind (e.g., tree, plant, fish).

Renewal: the cleaning, repairing, and rebuilding of something (a neighborhood) that has become old or decayed.

Rent: fixed payment for the temporary possession or use of a house or apartment.

Resources: anything used to produce goods and services: people to do work, tools, money, natural resources.

Responsible: expected to answer for one's actions.

Restored: made to look as it did long ago.

Result: the consequence of an action.

Revolution: the movement of a planet around a star (sun); the overthrow of a government by those governed, usually involving forceful means.

Rotation: the spinning of earth around its own axis.

Rule: an authoritative statement or established practice that regulates behavior.

S

Sad: filled with sorrow; not happy.

Salary: a fixed payment at regular intervals for services.

Satellite: a follower or attendant; a small planet that revolves around a larger one; a moon.

Savanna: a grassland (plain) with scattered trees, usually lying between equatorial forests and steppes. The length of the grass depends on the rainfall.

Scale: the proportion (ratio) that a map or model bears to the thing it represents; the line marked off on a map to show this ratio.

Scapegoat: person, group, or thing blamed for the mistakes of others.

Scarce: not common or plentiful; hard to come by or get.

Sea Level: the level of the sea, often used to measure the height of the land.

Season: any of four divisions of the year--spring, summer, fall, winter--marked by differences in temperature, rainfall, amount of daylight, etc.

Secondary Consumer: an animal that gets the energy it needs by eating other animals.

Secret Ballot: a method of voting in which the person voting can keep his/her choice secret.

Self Concept: a person's view of him/herself including orientation to body parts and body in space (self image); awareness of self as a unique individual with special interests and abilities, able to make decisions about and change the environment.

Self Confidence: trust in one's own ability, judgment, power, etc.

Self Esteem: belief in oneself; respect for oneself.

Self Sufficient: able to meet one's own needs without help.

Senses: the five avenues for receiving information about the world through specific bodily organs: sight, touch, taste, smell and hearing.

Separatism: the idea that political, religious, or racial separation, usually of a minority group, is a good thing.

Service: work done for others.

Sewage: waste material from homes and offices carried away dissolved in or floating on water, through drains; then in sewage treatment plants, which produce clean water and sludge.

Shelter: a place to live in that provides protection is protected from the weather and from danger.

Sludge: the waste left after any refining process; the solid mass left in a sewage treatment plant after the water is cleaned and removed.

Social Studies: a course of study through which children examine the geography and history of the world and its people.

Soil: the top layer of earth, in which plants can grow.

Solar Energy: power from the sun.

Solar System: the sun and all the bodies that revolve around it.

South: a direction; toward the South Pole.

South Pole: the southern end of the earth's axis, where all meridians meet.

Southern Hemisphere: the half of the earth that is south of the equator.

Space: the distance extending in all directions, in which all things exist.

Star: a body in space that shines by its own light; a sun.

State: a territorial and political unit within a country; the government and its power.

Statue: a likeness of a person or an animal, carved or modeled.

Stereotype: an idea that all members of a group are alike, allowing for no individual differences.

Subtropical: designating regions bordering on the tropical zone.

Suburb: a residential district on the outskirts of a city.

Surface: the face, or exterior, outer of something; Earth's land and water.

Swamp: low, wet spongy land.

Symbol: something that stands for something else, especially an object that represents an abstract idea (a dove for peace).

System: a set of things connected to make a single whole.

I

Table: an orderly arrangement of facts and figures, usually in columns or rows.

Task Analysis: a process in which a task or activity is broken down into steps so that the functioning of the whole can be examined.

Tax: money paid by people to the government to support the government and pay for the services it provides.

Technology: all of the tools used and invented by human beings, plus the skills needed to use those tools.

Temperate: mild; neither very hot nor very cold.

Temperature: the hotness or coldness of anything.

Tenant: a person who pays rent to occupy a living or working space.

Terrain: a tract of land, with regard to its topographical features and fitness for some use.

Think: form an idea in the mind; believe.

Timberline: an imaginary line on mountains or polar regions, above or beyond which trees do not grow.

Time Zone: one of 24 sections of the earth, determined by distance east or west of Greenwich, England (the prime meridian), within which the time is the same.

Tool: any implement made or adapted by human beings and used for a particular purpose.

Topsoil: the rich upper layer of soil.

Touch: the sense by which physical objects are felt.

Trade: occupation or to work; the buying and selling of goods; barter.

Transportation: the means of moving people and goods from one place to another.

Transportation Network: a system of connecting routes over which people may travel or goods may be shipped.

Tropical Rainforest: the dense growth of trees, vines, ferns, and flowers found in areas near the equator which receives abundant rainfall all year around.

Tropics: warm regions north and south of the equator.

Tundra: any of the cold, treeless plains in the arctic region, which remain permanently frozen all year.

U

UNICEF: United Nations Children's Emergency Fund, a group that work to help children all over the world.

United Nations: world organization of nations formed after World War II to promote peace and freedom.

Urban: existing within a city; characteristic of the city.

Urban Renewal: a program of tearing down slums in a city and putting up new housing and shopping facilities.

Urban Sprawl: unplanned growth of cities.

Urbanization: the large-scale growth of cities.

V

Valley: low and lying between hills or mountains; the land drained or watered by a large river system.

Values: strongly held beliefs and principles accepted by people and society.

Vegetation: plant life; plant cover.

Volcano: an opening in the earth's crust through which steam, ashes, and lava are expelled during periods of activity; the cone-shaped hill or mountain built up around the opening from the material that is forced out, forming a crater.

Vote: a decision by a group, or a choice between candidates for office; to make a choice by written ballot, voice, or show of hands.

W

Want: something needed or desired, but lacking.

War: open armed conflict between countries or groups of people in a country.

Water Cycle: the natural process by which water is constantly reused and recycled through precipitation and evaporation.

Weather: the general condition of the atmosphere at a particular time and place.

West: the direction in which sunset occurs.

White Collar Worker: person who works in a clerical or professional job, rather than manual labor.

White House: the building in Washington in which the President of the United States lives and works.

Wood Pulp: a wood product, used to make paper.

Woodland: forest; land covered with many trees and plants.

Work Habits: customary activity patterns related to task completion.

Worker: one who produces goods or services for wages.

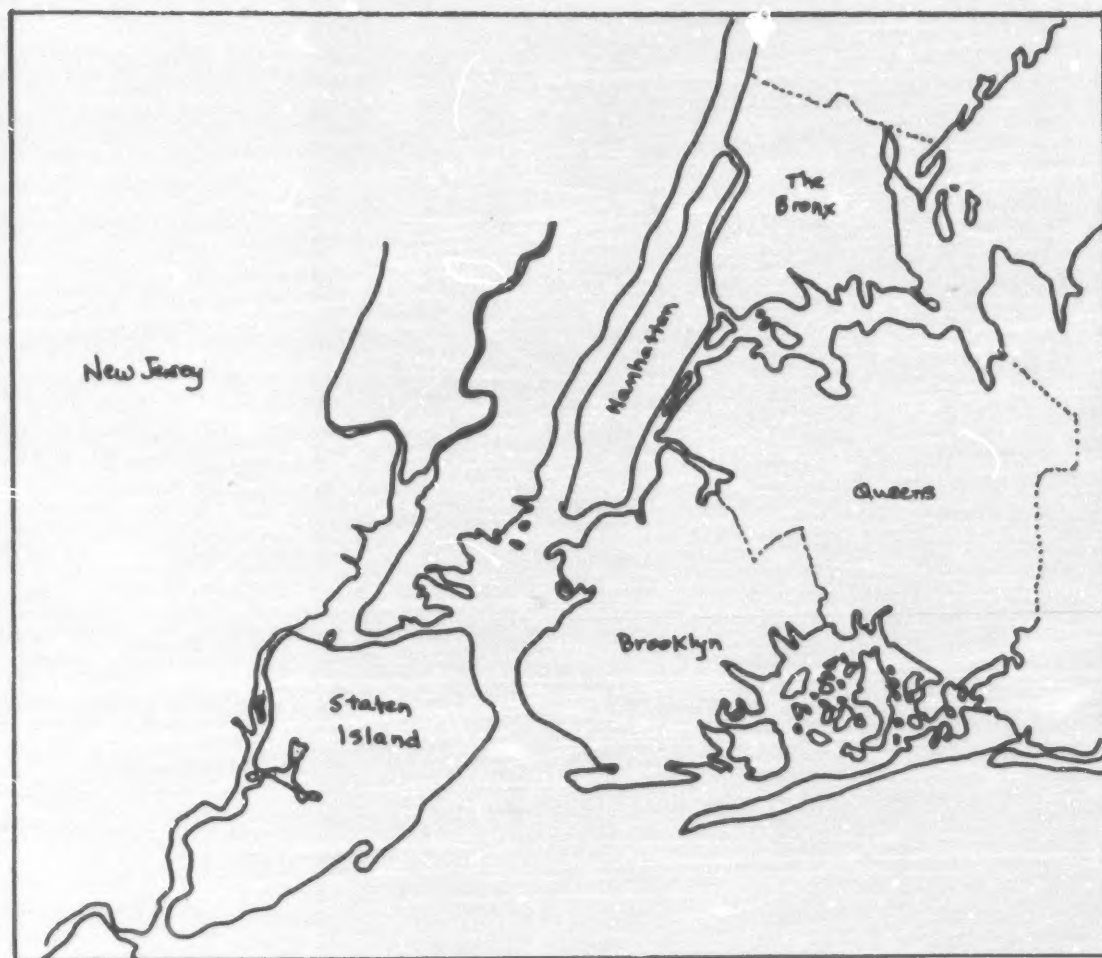
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Zero Population Growth: a population in which the number of births equals the number of deaths.

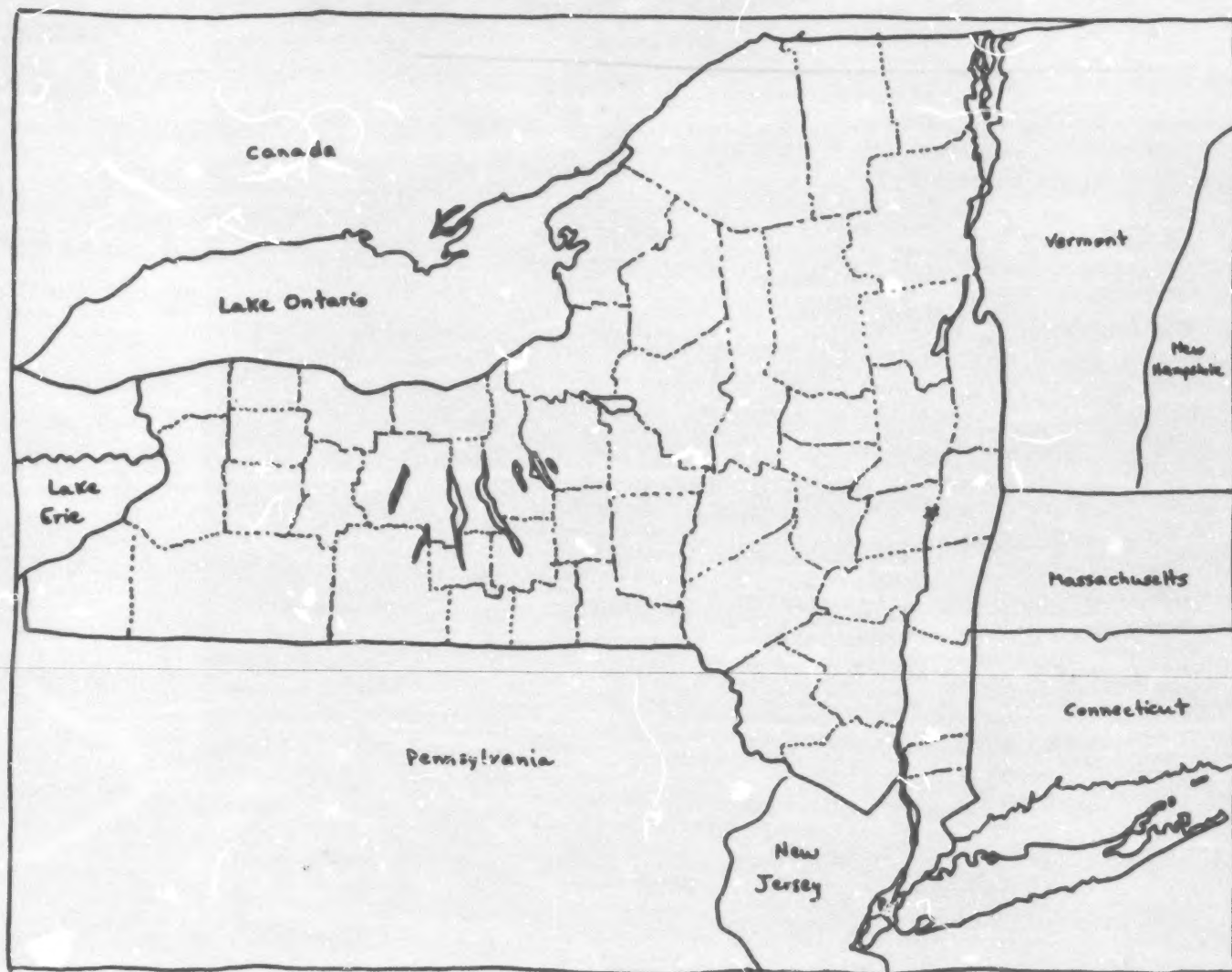
Map and Graph Masters

A collection of basic outline maps has been included in this Guide for the teacher's convenience. These include a New York City map, a New York State map, and maps of the United States and the world. Blank, large-square grids have also been included for use in map- and graph-making activities.

These materials can be duplicated and adapted for a variety of uses described in the Activities Guide.



NEW YORK CITY
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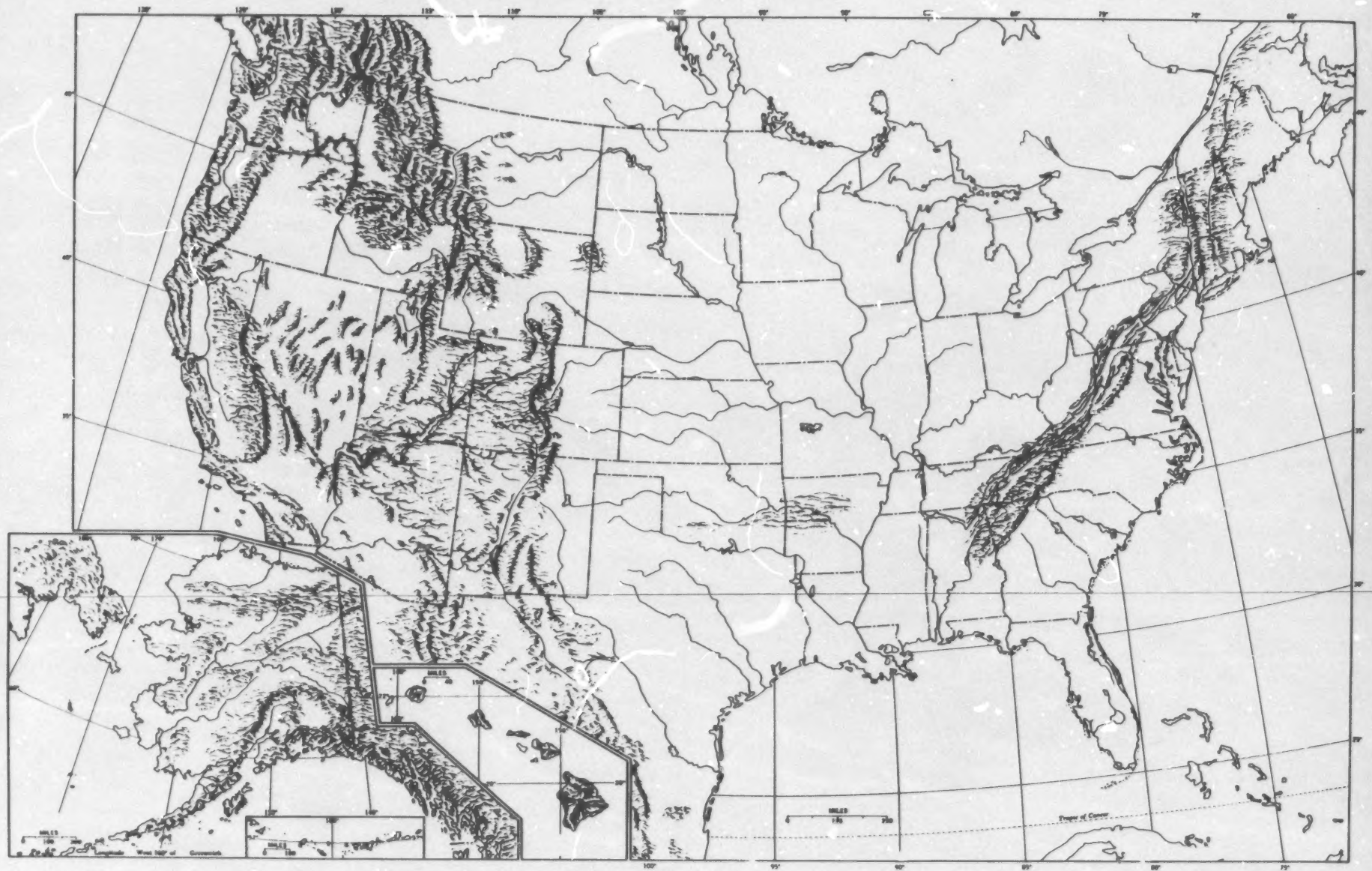
NEW YORK STATE

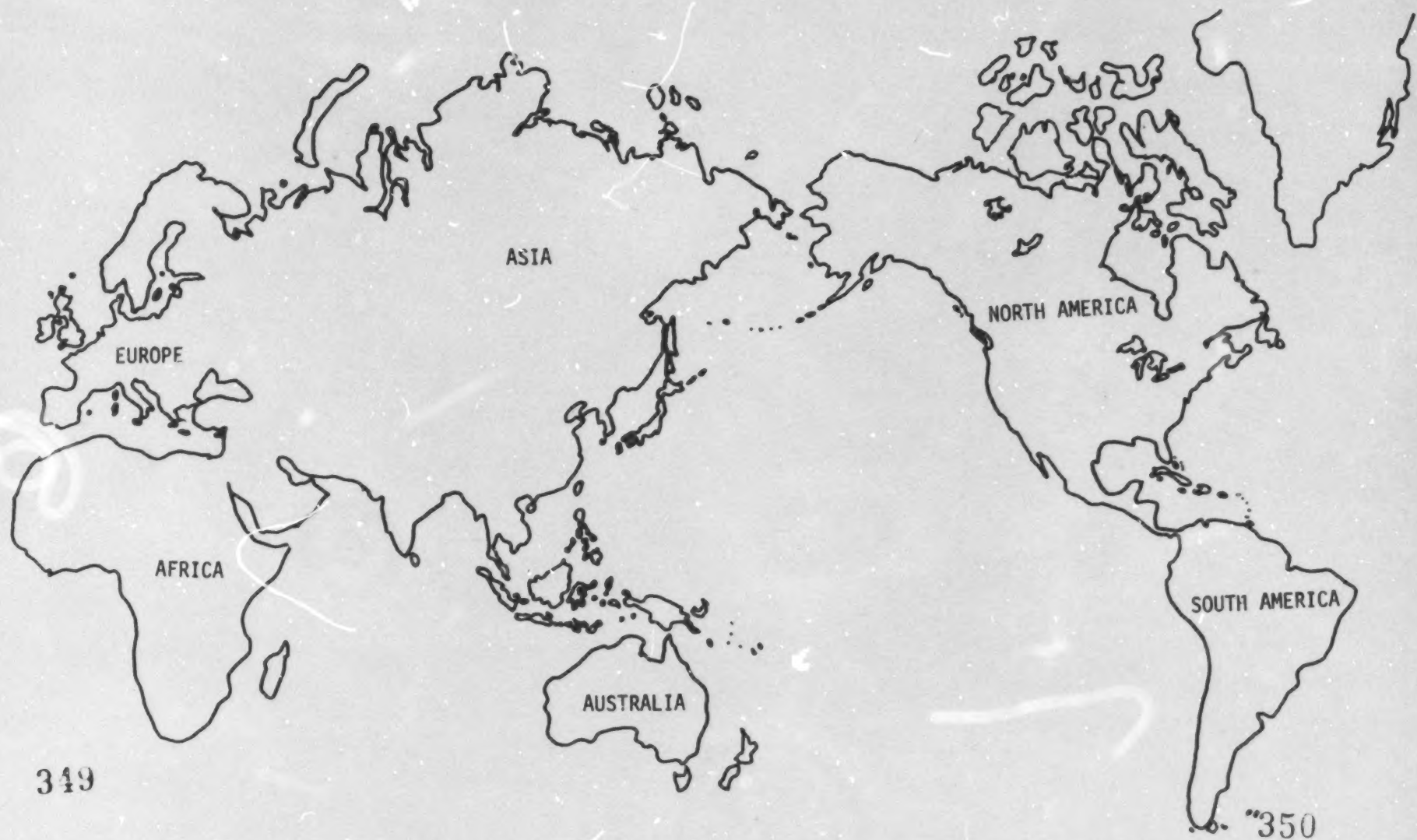


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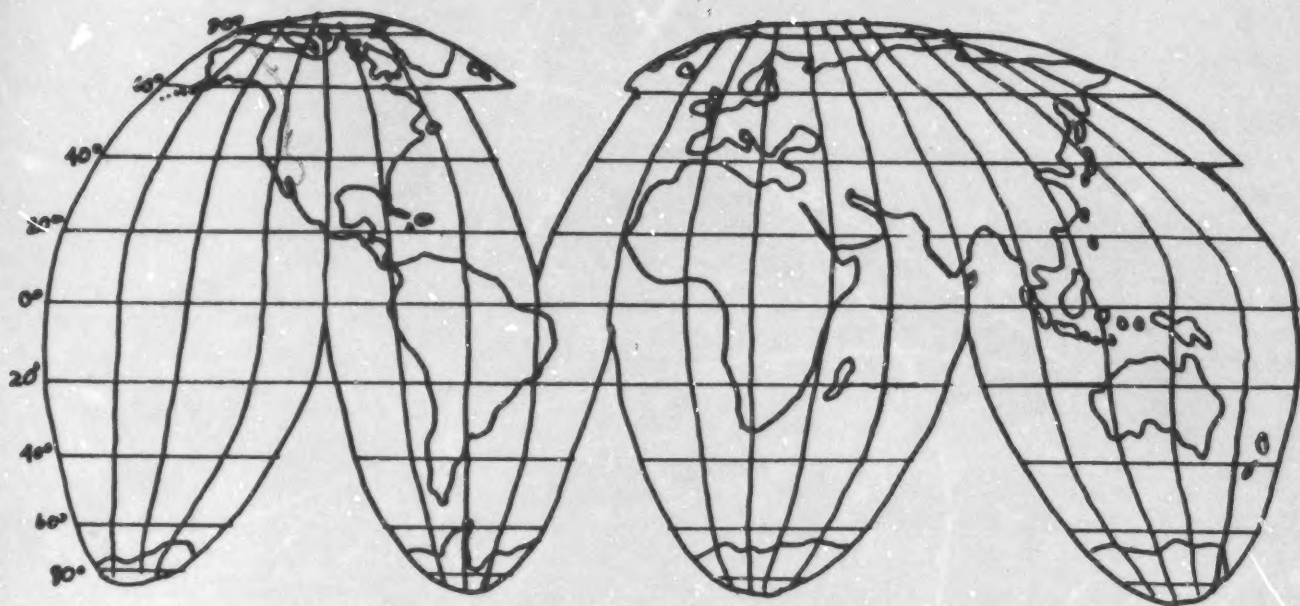
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UNITED STATES POLITICAL MAP

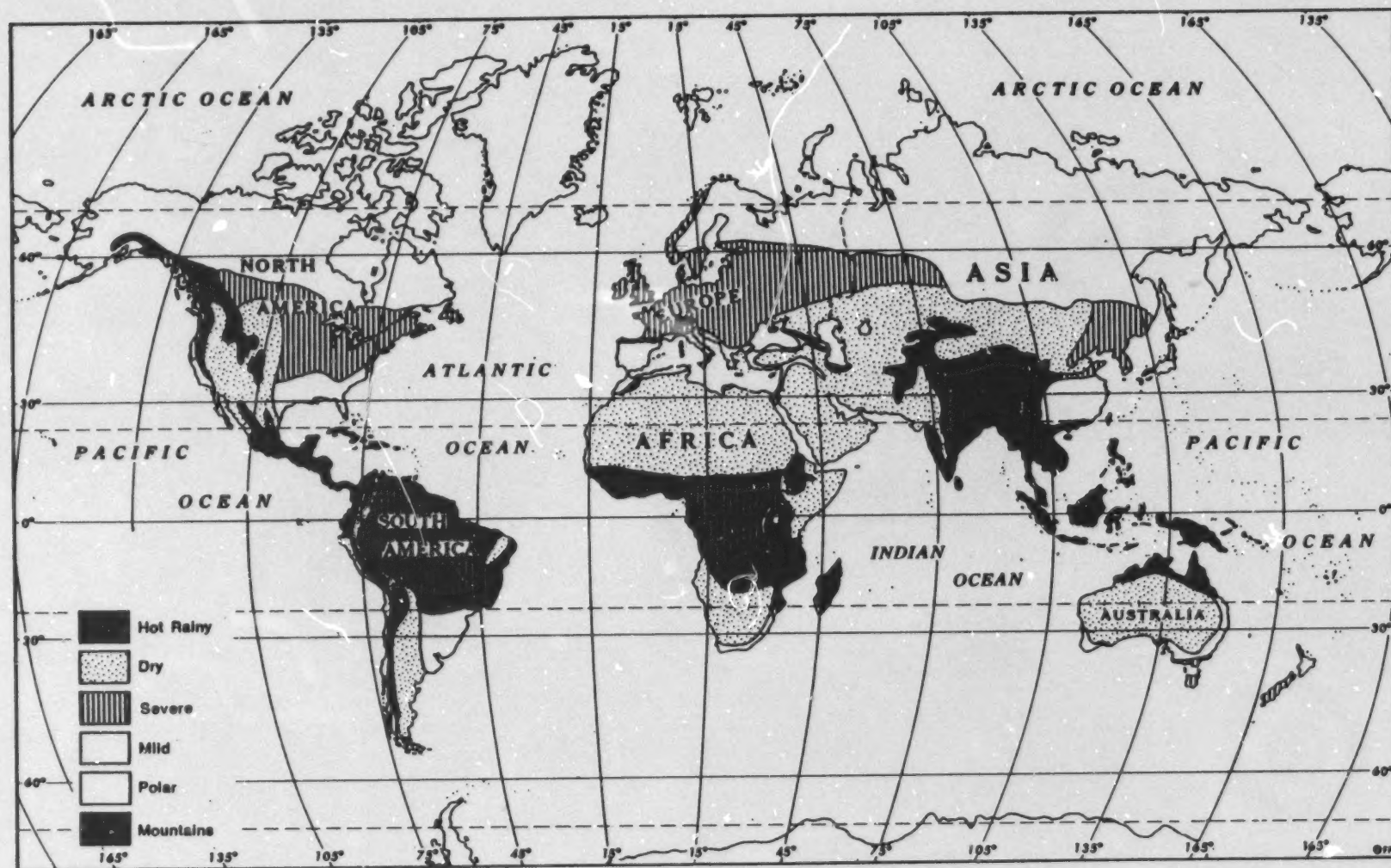




MAJOR WORLD CONTINENTS



INTERRUPTED PROJECTION MAP



Graphing Grid



Mapping Grid

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